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ABSTRACT

Fifteen women's studies programs across the U.S. were examined in this review commissioned by the National Advisory Council on Women's Educational Programs. All of the programs were in phase two of women's studies, defined as having a line budget, a paid administrator, and a curriculum that moves through committees and is recognized in an official catalog. Three questions shaped this study: (1) What is the current state of mature women's studies programs with respect to their faculties, students, curricula, classrooms, internal governance structure, and administrative relationships to their universities? (2) What has been the impact of these programs on their campuses and in their wider communities? (3) What dominant issues and needs are critical to the future of women's studies? Some of the indicators of the state of women's studies include enrollment growth, variety and depth of course offerings, and growing realization of institutional impact. Recommendations are offered regarding further study, development of materials, communications, and programmatic support. (LBH)

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Seven Years Later: Women's Studies Programs in 1976

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Report of the National Advisory Council on Women's Educational Programs

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Seven Years Later: Women's Studies Programs in 1976

A Report of the National Advisory Council on Women's Educational Programs

Florence Howe
State University of New York
The College at Old Westbury

June 1977

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Preface

The National Advisory Council on Women's Educational Programs was established by Congress as part of the Women's Educational Equity Act in the Education Amendments of 1974. The Council consists of seventeen public members appointed by the President, with Senate confirmation, and three ex-officio members.

The Council has several legislative mandates to advise the Commissioner of Education and the Assistant Secretary for Education. Under the broadest of these mandates, to "advise and make recommendations to the Assistant Secretary concerning the improvement of educational equity for women," the Council has commissioned Florence Howe, professor of humanities at the State University of New York, College at Old Westbury and founder-director of the Clearinghouse on Women's Studies of The Feminist Press, to prepare a review of the current state of women's studies in a selected sampie of colleges and universities.

Although budget and time restrictions limited Ms. Howe's study to fifteen institutions, she was able to assess their situation against her own extensive knowledge of the women's studies movement in the United States. As a pioneer in this field herself and as the editor of the *Women's Studies Newsletter* since 1972, she brought to this current review a wealth of experience which clearly enriched this necessarily brief look at fifteen programs.

The National Advisory Council endorsed the formal recommendations which are addressed to Federal agencies. Council committees will give further attention to implementation of these recommendations at the Federal level.

We believe that readers in non-government institutions and organizations, as well as government agencies, will find much of value throughout this report. The Council is pleased to have sponsored this work by Florence Howe, especially at the timely moment of the genesis of the National Women's Studies Association. We sincerely hope that the publication of this report will serve as a stimulus to further research and action in the vital growing field of women's studies.

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Summary and Recommendations

Summary

Women's studies, as a recognizable part of higher education, has been in existence for only seven years. Even in that short period, however, there has been time for older and stronger programs to move past the early stages of development—characterized by women's studies as a number of courses "on" women and offered by various departments within an institution, drawn together into a "program" through the voluntary efforts of faculty and students—to what can more properly be called "phase two." Phase two of a women's studies program can be defined as involving a line budget, a paid administrator, and a curriculum that moves through committees and is recognized in an official catalogue. The phase also involves, most often, an organized major, minor or other degree-granting program, and thus a special responsibility to a group of students that is quite different, in nature, from responsibility to students seeking electives.

Women's studies in phase two, then, reflects not only program growth as measured against the early years, but also increased legitimacy, maturity and responsibility.

This review, commissioned by the National Advisory Council on Women's Educational Programs, involved a study of fifteen women's studies programs across the nation, all in phase two. Three questions shaped the study:

1) What is the current state of mature women's studies programs, with respect to their faculties; students, curricula and classrooms, their internal governance structures and administrative relationships to the universities in which they exist?

2) What has been the impact of these programs on their campuses and in their wider communities?

3) What dominant issues and needs are critical to the future of women's studies?

Some of the indicators of the state of women's studies—and thus also of the legitimacy, maturity and responsibility cited above—which were observed in the review include these:

Enrollment Growth

Enrollments in women's studies have continued to grow even in some institutions that have suffered general decline through retrenchment or through drops in student admissions. Figures from two individual institutions are illustrative of trends: At San Francisco State, where there were 160 students in four women's studies courses in 1970, there were

in excess of 2000 students in 68 courses in 1976; at the University of Washington, a program that involved 282 students in nine courses in 1971 had grown, by 1976, to one of more than 2500 students in 60 courses.

Variety and Depth of Course Offerings

There is in women's studies today a profusion of course offerings that few involved in 1970 would have dared to envision. Courses have also moved outside the disciplines that were most active in the beginnings—English, history and sociology—and are now found in education, biology and the law, for example, as well. There are now women's studies courses enough within some single departments to permit undergraduate and, increasingly, graduate concentrations. Interdisciplinary courses have also grown, not only at the introductory and "senior integrative seminar" level, but also at intermediate levels. And women's studies programs have made successful accommodation, in the past few years, to the vocational aspirations of students, so that it is now possible, for example, to take a combined women's studies/health major.

Growing Realization of Institutional Impact

Individuals inside and outside of women's studies are beginning to see and talk about a new level of impact for the programs, both on personal lives and on institutions. Faculty within programs cite the energizing nature of the relationship between teaching and research in women's studies. Program administrators note such institutional changes as the development of department courses that are "women's studies" in origin, but now fulfill either general college requirements or requirements for other majors. There is also evidence that women's studies programs have reached beyond their own institutions—to affect, for example, the in-service training of teachers in surrounding communities.

But these few positive indicators—and there are many others described in greater detail in the text that follows—do not suggest the total picture: there is also to be found, in phase two, significant evidence of remaining problem areas. The two most prominent relate to budget and staffing patterns.

Budgetary concerns have plagued women's studies programs from the beginning. As the intent of this study was to review only mature programs, we have necessarily looked at those that are relatively well-funded, in comparison to the average. And yet even the fifteen programs involved in the study account for a combined annual budget of $654,770—or less than $44,000 per program per year. And it is clear, from the study, that budget patterns will continue to be the controlling factor in both the movement of new programs into phase two, and the movement of the older programs into a potential "phase three" of tenured staff, adequate administrative arrangements and permanent curriculum.

The faculty staffing patterns of women's studies programs derive both from the funding levels noted above and from other factors commonly associated with new, interdisciplinary and women's programs. These patterns appear, on the basis of this review, to put unduly (but unavoidably) heavy reliance on two particular approaches to staffing: the use of part-time and temporary appointees, and the use of junior faculty who are on tenure tracks in their disciplinary departments and who are "shared" with women's studies through formal and informal arrangements. Strains, on both people and programs, are evident from both patterns, although there are some rewards.

Taken together, all of these indicators, positive and negative, suggest the following:

- that the future of women's studies will depend both on the ability of its advocates to maintain their present high levels of energy, commitment and direction, *and* on the ability of the institutions to make the accommodations required not only by students, but also by faculty and programs;
- that while the energy, commitment and direction of the advocates are abundantly present now, there are many who seek some stronger indicators that the productive and exciting level of women's studies teaching and scholarship is being provided, or will be provided in the future, with commensurate institutional rewards.

Some of those indicators will have to come from within the institutions themselves, even in this time of financial pressure on all colleges and universities.

Some will also rightly come from the initiatives of the Federal government. And it is to the Federal government that the recommendations set down and explained in Chapter 8 of this report are addressed. Those recommendations, in highlight form, are listed below.

Recommendations

1. Further Study

The National Advisory Council on Women's Educational Programs recommends that the Federal government—through such agencies and offices as the National Institute of Education; National Science Foundation; the Fund for the Improvement of Post-Secondary Education; the National Institutes of Health; the National Institute of Mental Health; the National Endowment for the Arts; the National Endowment for the Humanities; the Office of Health Resources, and the Office of Education—lend vigorous support to further study of women's studies.

This first Federally-funded study of women's studies curriculum and programs, which was deliberately limited in

scope and duration, can only be a beginning. The Council finds a need to look at distinctive types of institutions offering women's studies and at distinctive populations of students involved in the programs, as well as a need to look more searchingly at the impact issues which were a part of this study.

Possible areas for further work include studies of:

- women's studies in community colleges
- women's studies at institutions distinctly different in nature from the fifteen reviewed in this report
- re-entry women in women's studies
- minority women in women's studies
- the relationships between women's studies and vocational choices and career development
- women's studies and graduates
- the effectiveness of women's studies teaching
- the impact of women's studies on the institution and the community
- women's studies as a catalyst for faculty development.

A follow-up study of the institutions reviewed in this report is also recommended.

II. Development of Materials

The Council further recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, lend their support to the development of new curricular materials.

Women's studies is a relatively new and emerging area of academic inquiry and the Council finds that curricular materials, and in some areas, actual books and other reading materials for students are still not available. The problem is especially acute in the areas of minority women's history, culture and present conditions of life. Even where materials do exist, they are racially or ethnically "segregated" as texts from materials on non-minority women.

The following, therefore, are most urgently needed: separate materials covering the history, culture and present life conditions of Hispanic women, Black women, Native American women, Asian-American women and Appalachian women; and, in addition, multiethnic and multiracial texts.

III. Communications

The Council further recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, lend their support to the development of a communications network for women's studies.

The Council finds that, as an educational equity strategy, women's studies needs the assistance of a variety of supportive informational devices and institutions, and that in addition, the educational establishment and the ordinary parent,

teacher or student needs to be able to locate women's studies resources.

Recommended elements of such a network include: the development of an official directory for women's studies courses, programs and teachers; the addition of the category "women's studies" to the kinds of degree information gathered by the Office of Education; and the support of a dissemination system and network to serve students, teachers and scholars by making available both curricular material (syllabi, bibliographies, etc.) and such administrative material as documents submitted for official recognition and accreditation.

IV. Programmatic Support

The Council finally recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, support increased financial assistance to women's studies programs.

The Council finds this to be the most critical area, and believes that programmatic support for women's studies is justified on at least three counts. First, the area of women's studies is a burgeoning area of research that feeds directly into curriculum development. Second, programmatic support for women's studies is a significant strategy for in-service post-secondary retraining of teachers both in public schools and on higher education campuses. Third, the relatively mature student body of women's studies is representative of what will be a significant portion of the future population of colleges.

Recommended approaches to support include: grant programs to assist in the development and upgrading of women's studies programs sponsored by individual institutions and by consortia; and support for the development of a small number of institutionally-affiliated Women's Studies Institutes, each to function as a regional and national center for research, curriculum and faculty development, and each to develop a specialization serving particular regional needs as well as at least one national need.

The formulation of these recommendations, and their endorsement by the National Advisory Council on Women's Educational Programs, is unusually timely, given the nearly concurrent formation of the National Women's Studies Association. And the recommendations are made with the expectation that the NWSA—now in the exciting position of providing leadership to a national movement—will be the vehicle through which many of them are carried out.

Acknowledgements

Keeping a record of women's studies began with the Modern Language Association's Commission on the Status of Women in 1969 and with an indefatigable work/study student named Carol Ahlum who said once that boring work could be inspirational if one understood its social purpose. This study would not have been possible except for several others that preceded it. Among them, a small fellowship from the National Endowment for the Humanities allowed me to examine the early development of women's studies in 1971 and to publish several essays of analysis, as well as two monographs of documents, including course syllabi and descriptions of programs. In 1973, with a small grant from the Ford Foundation, the Clearinghouse on Women's Studies of The Feminist Press surveyed all the colleges and universities in the U.S. to produce *Who's Who and Where in Women's Studies,* a complete listing of all courses, faculty, and programs in existence by the fall of 1974.

I welcomed the invitation, from the National Advisory Council on Women's Educational Programs, to prepare this report, as an opportunity to continue the study of an educational phenomenon that by 1976 had grown in size and complexity beyond the comprehension of any set of files, however complete. For advice about the shape of this study, I am grateful to Joy Simonson, Marsha Darling, and Bernice Sandler of the National Advisory Council. For several suggestions about the implications of my findings, I wish to thank Alison Bernstein, of the Fund for the Improvement of Post-Secondary Education.

Without the kind cooperation of the State University of New York, and especially the administration of the College at Old Westbury, as well as the support of my colleagues at The Feminist Press, I could not have had the time for this work. And I am grateful to Dora Janeway Odarenko, for her skilled research assistance, to Paul Lauter, for his editorial and other help, and to Frances Kelley, for preparing the final typescript, including charts, and for sharing responsibility for Appendix B.

Finally, I express my thanks to the fifteen programs and the hundreds of people who cooperated in this research. Researchers are inevitably indebted to their subjects, but rarely are they made to feel as welcome as we were. It is to the fifteen programs I wish to dedicate this report: Bennett College, Greensboro, North Carolina; Brooklyn College/City University of New York; University of Hawaii/Manoa; University of Kansas; University of Massachusetts/Amherst; University of Minnesota; University of New Mexico;

Northeastern Illinois University; University of Pennsylvania; Portland State University/Oregon; San Francisco State University; Sarah Lawrence College, Bronxville, New York; University of South Florida; University of Tennessee; University of Washington.

CHAPTER 1
Introduction

In educational history, and even in the relatively brief history of women's education, seven years is a tiny period. Yet since 1970 women's studies courses and programs have developed a pattern of education that represents a distinct break with the past and establishes a new direction for the future education of both women and men.[1] In the seven years, more than 270 programs have been organized on as many campuses, and some 15,000 courses developed by 8500 teachers at 1500 different institutions.[2] These are all accredited academic courses or programs; the numbers for noncredit courses or nontraditional programs or educational projects would be far larger. Women's studies has reached prison projects, YWCA's, adult education programs and women's centers. And of course, as a phenomenon, women's studies began *off campus* in the consciousness-raising groups of the women's movement, in the research-oriented feminist/parent-teacher groups that studied the sexism in elementary readers, and in the energy of a women's movement that by the end of the sixties had reached the students, staff, and faculty of campuses across the nation.

Early Purposes

From the first, it was easier to develop individual women's studies courses than to organize groups of these into "programs." From the first, also, those programs that did organize took diverse forms, though they shared several purposes in common: (1) to raise the consciousness of the campus on the question of the male-centered curriculum by organizing such courses as "Images of Women in Literature" and the "Sociology of Sex Roles"; (2) to supplement the curriculum by adding such new women's studies courses as the "History of Women in the U.S." or "Women in the Workforce"; and (3) to establish women as a legitimate topic for study and research. From the first, those who taught women's studies were pioneering new areas for re-

1 For a detailed analysis of the origins and history of the women's studies movement on campuses and in the community, see Florence Howe and Carol Ahlum, "Women's Studies and Social Change," in *Academic Women on the Move*, eds., Alice S. Rossi and Ann Calderwood (Russell Sage, 1973).

2 The number of programs depends on recent information gathered in connection with the 1977 listing of Women's Studies Programs, prepared for the summer issue of *Women's Studies Newsletter*. The number of teachers comes from the women's studies faculty mailing list that The Clearinghouse on Women's Studies has kept current since its survey in 1974, under a grant from the Ford Foundation, aimed at producing *Who's Who and Where in Women's Studies*. In 1974, there were some 2300 faculty; in 1976, there are more than 8000. Thus, I have conservatively tripled the number of courses listed in "Who's Who" and increased by 50 percent the number of institutions involved.

search as well as for curriculum development and teaching strategies. Women's studies could not have begun and would not have developed so rapidly except for the enormous effect of the research presented in the classroom both on teachers and students, and the concommitant energy released thereby for further research by both teachers and students. In women's studies, discovery has been of necessity the chief strategy, and the term "women's studies" has come to represent both research and curriculum developed from the research.

The idea of women's studies as a curricular strategy for change was enunciated in early women's studies documents. Programs saw their mission as changing education for all women or as changing "all" education; or they described their desire to affect the lives of individual women in their courses and programs. Women's studies was to be a major route to establishing educational equity for women: omitted from the curriculum, women could not know their history or understand with accuracy their present condition; admitted to the curriculum, women could then share a history and identity that would allow them to envisage and to move toward an equitable future. The presence of women in the curriculum would allow women to aspire and men to understand those aspirations.[3]

Newly Evolving Strategies

Seven years later, the early purposes are still apparent, but in significant ways they have been transformed into more specific and quite complex long-term strategies:

to transform disciplines (through a consideration of women), with regard to curriculum, research focus, and methodology;

to develop interdisciplinary curricula focused on women (or on the issues of sex and gender), along with a pedagogy that is suitable, and research methodology that is supportive;

to open additional career options for students through the development of coherent academic programs;

to affect the educational community off campus through efforts to change the pre-service and inservice education of teachers.

3 A substantial number of early programs saw their purposes more broadly. Richmond/CUNY and SUNY/Buffalo, for example, thought of their programs as rediscovering a lost feminist history and culture. They and others—California State University/Sacramento, for example—also described their programs as catalysts for changing the education of women and men.

Achievements

Women's studies today is neither a fad nor a quick remedy for education's inequities. In seven years, it has registered achievements and also identified some limitations.

Nationally, in several disciplines and in their professional associations, women's studies has already caused the addition of "women" as a legitimate subject for study as well as the conceptions of sex-roles and gender differences, both real and alleged. That is, one can point to accumulating bodies of knowledge and scholarship in women's history, in sociology, psychology, and in literature and art history.

On the fifteen campuses surveyed in this report, women's studies is at least grudgingly accepted as a corrective to the male-centered curriculum, even by those unfriendly to its existence. For the most part, on these same campuses, women's studies is regarded as responsible for heightening the "awareness" of those on the campus, especially with regard to women's rightful place in the curriculum.

And, on these fifteen and several hundred other university campuses, women's studies provides a new academic program for scholar/teachers; a major, graduate program, minor, or body of electives for educating students in new vocational areas; and a curricular instrument for "mainstreaming" the history and present status of women in order to achieve educational equity.

And yet, as many program participants said when asked about their major accomplishment: "We have survived—and we have grown in a period of declining budgets and enrollments." Whether women's studies can continue to survive in an academic world not built to accommodate it, and whether it can survive in a world in which social movements have their own necessities and potential for divisiveness and fragmentation, only history will tell us. But as this review will attempt to document, its short-range survival seems assured both by its own energetic movement and by several institutional accommodations to its needs.

Purpose of this Review

This review is just that: a review and not an evaluation. Its basic purpose is to report the results of four months of research on fifteen campuses, as well as a study of several thousand documents from those and seventy other campuses I have visited in the past several years.

Two questions shaped both the selection of institutions for this study and the methods of research.

> What is the current state of mature women's studies programs—their faculty, students, curriculum, classrooms, their internal governance structures and

administrative relations to the universities in which they exist?

What have they accomplished, or, put another way, what has been their impact on their campuses and in the wider communities around those campuses?

We were interested, for example, in the relationship (if any) between women's studies and the school of education or between women's studies and in-service education for teachers in the community surrounding the campus. We were interested also in "mainstreaming," the effort to bring the history and concerns of women into the general curriculum. How did faculty and administrators outside women's studies view the impact of that program on the general curriculum? How and at what rate was "mainstreaming" occurring?

While the report that follows includes a sense of historical development, it is focussed mainly on a group of campuses selected to represent the current state of mature women's studies programs at four-year institutions, chiefly universities. It does not attempt to rate the quality of programs, but it does reflect the evaluative remarks of those interviewed on each campus, both inside and outside women's studies programs.

Selection of Programs

Because limited time and resources were available for the fieldwork required by the review, fifteen programs seemed the maximum that could be accommodated. The choice of which fifteen was shaped by several factors, chief among them the need for geographical representation, and a variety of student populations and institutional settings. The latter was difficult, since women's studies has flourished chiefly at large rather than small institutions, and public rather than private ones. Selection was also guided by the decision to review only mature programs.

Those finally chosen include three private institutions—the University of Pennsylvania, Sarah Lawrence College, and Bennett College—and twelve public ones. Of the public institutions, five are urban universities--Brooklyn College/CUNY, Northeastern Illinois University, Portland State University, San Francisco State University and the University of South Florida—and seven are major state universities—the Universities of Hawaii, Kansas, Massachusetts/Amherst, Minnesota, New Mexico, Tennessee, and Washington. In general, the two groups of public institutions reflect slightly different populations: students at the urban universities tend to be somewhat older, somewhat poorer economically, and more typically the first in their families to go to college, though they are not necessarily more ethnically and racially diverse than students at the

University of New Mexico or the University of Hawaii. And the inclusion of the private colleges allowed the study several dimensions missing in university programs: a Black undergraduate female population, for example, and an autonomous M.A. program in women's history. On the other hand, it is only fair to note that, unlike all the university programs, both college programs were begun entirely on "soft" money, Sarah Lawrence's from a private foundation, Bennett's from the Office of Education.[4]

Site visits to the campuses ranged from two to six days, and involved interviews with administrators and staff of women's studies programs and other women's programs at the institutions, women's studies faculty and students, and administrators and faculty outside the programs. Visits to classes were made and, where possible, to meetings of women's studies policy making boards or committees. Overall we talked with more than 440 individuals (167 students, 135 faculty and administrators outside the programs, 140 faculty and administrators inside the programs). We interviewed 46 groups (governing bodies of programs, committees, groups of students, sometimes groups of majors), and we visited 55 women's studies classes.

[4] From the outset, there was a decision to exclude community and junior colleges, in part so as not to diffuse the sample with still additional complexities, but in the main because we believed they deserve a study of their own.

CHAPTER 2
An Overview

The fifteen programs studied are in what Gayle Graham Yates, coordinator of women's studies at the University of Minnesota, has called "phase two" of women's studies. That is, they have some formal relationship with a university, including a line budget, a paid administrator, and a curriculum which moves through committees into an official catalogue. In most cases, there is an organized major, minor, or other certificate-granting program. All of these characteristics, together, have brought maturity, legitimacy and responsibility to women's studies. Within limits, such programs have autonomy.

On the other hand, the continuity with phase one of women's studies needs equal emphasis. That is, all the programs visited are *programs,* quite self-consciously and by choice, not departments. Programs are still clear about their strategic mission: not to build an empire in one small corner of the campus, but to change the curriculum throughout. Some programs are conscious also about working through schools of education to change the pre-college curriculum.

Certain continuities flow from the decision to remain programs. The curriculum may expand with few limits other than the willingness of faculty already teaching in departments to offer new courses on women or to revise old ones so as to focus on women. (And in general, women's studies has been able to proliferate a broad curriculum, especially through this device of adding—to traditional departmental offerings—courses about women.) On some campuses, new appointments may be made with the needs of women's studies in mind,[5] and programs also have continued to invite faculty from other departments to "join" the programs either informally or cooperatively. At the University of South Florida, for example, where joint appointments are courtesies rather than budgetary matters, women's studies has extended a joint appointment to a tenured faculty member in political science; a similar invitation has been extended to the tenured director of women's studies by the department of psychology. And at the University of Washington, more than two dozen faculty members have accepted "adjunct" appointments in women's studies, which would otherwise be staffed by a faculty of two.

These procedures serve two very practical purposes: first, they establish that women's studies is a concern of a sizeable group of faculty who are available to serve a broad popula-

5 Thus, the appointment in the history department of the University of Minnesota in September 1976 of a new tenure-track historian in women's history; or four years earlier, a similar appointment in the University of New Mexico's history department.

tion of students; second, they allow expansion in a time of general university contraction. As will be evident when we look at budgets, faculty hiring, and other areas, the growth of women's studies in this seven-year period is only in small part a function of university funding; it is more a function of the invention of such practices described above, which mirror the interests and commitment of feminists—female and male—on campus.

Size of Programs

The critical force behind the growth of women's studies, however, has been the high interest shown by students in the programs. In a few instances among the programs visited, enrollment in women's studies has stabilized in a setting of general enrollment decline. But in most cases, even where institutions are facing retrenchment or have suffered overall enrollment decline, enrollments in women's studies have continued to grow. In some individual courses regularly offered each quarter or semester, enrollments reach as high as 150 to 250 students.

These courses, and in fact the majority of women's studies courses, serve a general student population ranging substantially beyond majors, minors or certificate students. It is that larger population which, at this point, continues to be critical to the development or expansion of women's studies.

Programs at the University of Washington and San Francisco State University have kept careful records of enrollments over the past seven years. Women's studies administrators at both institutions reported that such record-keeping has proved critical to their ability to convince campus administrators of their budgetary needs. Strong growth is evident at San Francisco State: there, in the spring of 1970, four courses, offered by three departments, enrolled a total of 160 students in women's studies. By 1976, 68 courses, offered by 22 departments, enrolled 2005 students. At the University of Washington, during the academic year 1970-71, 282 students were registered in nine courses. The total enrollment for the 60 courses offered in 1975-76 was 2521.

It is not possible, however, to account in a simple statistical fashion for the size of programs from campus to campus. Two immediately relevant factors, as the chart below indicates, are the size of the campus and the date the program began. But other factors may also be influential: the presence of other resources for women (e.g., the Everywoman's Center at the University of Massachusetts/Amherst, Brooklyn College's Women's Center, or the Women's Center and Continuing Education for Women program at the University of Minnesota); geographical proximity to community women's groups (as in San Francisco, Portland, Oregon, or Seattle, Washington); and

possibly the presence of student majors (who take more than one course and who become advocates of the program among the student body). Finally, one other factor not easily illuminated by a chart is the institutional policy with regard to the size of classes. Thus, in the chart below, enrollments at the City University of New York's program at Brooklyn College—*by design*—rarely rise above 35; whereas at the Universities of Massachusetts, Washington, Minnesota, and South Florida, for example, it is not unusual to find at least several courses with enrollments over 100. Finally, there is some distinction to be made between programs that offer courses on a quarter system, three times a year (starred below), or with a summer session as well (see double stars).

Institution	Relevant Undergraduate Population	Women's Studies Enrollment 1975-76	Date Program Began	Date Budget Began
Massachusetts	20,000	3400	1970-71	1974-75
Minnesota*&**	15,288	2857	1972-73	1973-74
Washington**	16,687	2521	1970-71	1971-72
South Florida*	16,800	2494	1972-73	1972-73
San Francisco	16,592	2005	1070-71	1976
Brooklyn	20,000	1800	1971-72	1974-75
Portland**	11,200	1200	1971-72	1976
Kansas	15,000	841	1973-74	1974-75

As the previous chart indicates, the percentage of undergraduates engaged in women's studies programs varies from less than 6 to more than 18 percent. Most of these students are, quite expectedly, women, though there has been a steady presence of, on average, 10 percent male students from the beginning. (And at the University of South Florida, where careful records have been kept, 27 percent of the students in women's studies courses are men.) When one accounts for male students in classes, the percentage of female undergraduates enrolled in women's studies courses varies from 10 to 33 percent.

Budgets

All of the programs in phase two have some budgets, though none are comparable to departmental ones, and none are calculated on the basis of enrollments. The range is from $4,650 to $73,000; six of the fifteen operate on $47,000 to $65,000. A $50,000 budget would be—in departmental terms—barely sufficient for one full professor, one assistant professor, and a secretary, plus phones, supplies, etc. (Hence, women's studies budgets must be understood not only as small, but as parsimonious "investments" of universities.) For example, at the University of Minnesota, a $50,000 budget pays for 20 of the more than 100 courses currently offered each year. It also covers the administrative

costs (in the form of salaries for a coordinator, two half-time coordinators, and a part-time secretary) in a program supporting 50 majors and more than 2500 students in 100 courses. There is no magic: some of the courses are paid for on the budget of the Evening and Extension Session, some out of Continuing Education for Women, and more than half out of departmental budgets.

On more than half the campuses visited, women's studies is the university's single investment in education for women: there is no women's center, program for re-entry women, special counseling service, or even a lounge for women to meet for coffee. Thus, the low-budget women's studies program serves also as a vocational and human counseling center, a "re-entry" route into higher education, and a place to meet friends.

The Limits of Autonomy: Majors

All programs are less autonomous than departments, in that they may usually not hire on a tenure track and they may usually not grant autonomous degrees. Yet there has been some flexibility here, particularly with the degree. Despite the fact that they may not hire on tenured lines, two programs (San Francisco State, Minnesota) do offer autonomous B.A. degrees in women's studies, and a third (Portland State University), a Certificate in Women's Studies equal in number and weight of courses (42 credits) to a major. At Portland and at San Francisco State, the certificate and the major respectively had to be approved by committees and administrators all the way through the university systems to the state legislature or, in the case of California, approved by the state's Postsecondary Education Commission. In addition, at the University of Kansas, an autonomous major was approved by the Faculty Senate in December 1976, and is now under consideration by the state.

All but three of the remaining programs offer undergraduate degrees through some device: either through the ubiquitous self-designed or individualized major (Pennsylvania, Massachusetts, Northeastern Illinois); through a formal collateral or dual major (Brooklyn); through a concentration in University Studies (New Mexico), General Studies (Washington) or Liberal Studies (Hawaii); as a concentration in an interdisciplinary social science degree (Northeastern Illinois again, South Florida). The University of Tennessee's program offers a minor. Two programs offer a body of electives to undergraduates; one of these, Sarah Lawrence, offers the M.A. in Women's History as an autonomous program.

The number of majors thus far from program to program is modest, and not necessarily in proportion to the numbers of students reached by programs. The following chart suggests

some variation among programs at comparably sized institutions (except Portland, which is somewhat smaller).

Institution	Enrollments in Women's Studies	No. of Women's Studies Majors or Certificate Students	Type of Major
Portland	1200	30	Autonomous Certificate Program
San Fran. State	2005	45	Autonomous B.A.
South Florida	2494	15	Concentration (co-major) in Interdisciplinary Studies
Hawaii	641	12	Concentration (co-major) in Liberal Studies
Washington	2521	50	Concentration (co-major) in General Studies
Minnesota	2857	59	Autonomous B.A.

The Limits of Autonomy: Faculty Hiring

The most significant single precedent for the staffing of programs like women's studies is American Studies, which has traditionally drawn faculty from various departments into an extra relationship that serves a body of students seeking an education in this interdisciplinary area. In most cases, new hiring is not involved, since faculty with specializations in American Studies may ordinarily be present in such relevant departments as English, history, and political science.

Thus unlike Black Studies, Chicano Studies, Native American Studies and Asian-American Studies, which had to hire new faculty in order to begin such programs, women's studies typically began with the faculty who were present on campuses. Only in relatively few instances are women's studies programs now limited exclusively to those faculty hired in departments and already on campus, but only in one case can they hire independently on a tenure track.[6]

There are, however, a few programs with no instructional monies in their budgets (Massachusetts, Northeastern Illinois, Kansas), or with any instructional monies limited to payments for departments that release faculty for teaching women's studies or that hire on a per course basis (and perhaps with the recommendation of women's studies) additional temporary faculty (Brooklyn). Programs are candid about the problems of such policies: where younger

6 The exception is the University of South Florida, where the program exists within the department of Interdisciplinary Social Science. There are three full-time tenure-track lines in women's studies, held respectively by an historian, a philosopher, and a psychologist. There is also additional budget to supplement the curriculum through the hiring of part-time faculty.

faculty are present and willing, they risk tenure by devoting time to the development of new areas in women's studies; where faculty are not present, in a period of only rare new hires, a program may not be able to offer a full complement of courses sufficient in depth or variety.

A total of eight of the programs visited have the autonomous budgetary power to hire faculty to supplement those already in departments. They use this power in different ways, however, ranging from the hiring of seventeen different individuals to teach one course each semester, on a university-established stipend per course (San Francisco), to hiring five people on regular (but non-tenure-track) half-time appointments to teach three courses per year, on university-established half-salaries (Hawaii). The disadvantages of the former are obvious, and programs are frank about the potential instability of such staffing, as well as the endless human cost in terms of lengthy interviewing, hiring committees, and the like, for even the most temporary teaching post. On the other hand, there is the advantage of flexibility, variety, and, especially in tough times for academics, the availability of fully-credentialed faculty willing to work in women's studies programs despite the absence of good wages or status.

Whether or not the hiring of faculty on a per course basis is only a temporary measure remains to be seen. At this moment, it is allowing some programs a broad and varied curriculum; it is providing work for feminist scholars otherwise out of work; and it is also serving as an economical solution for the budgetary crisis of higher education.

Administration and Governance

In each of the fifteen programs visited, a women's studies administrator reports to a dean or to a provost. Most of the state university programs are located in the Colleges of Arts and Sciences. At the University of Massachusetts/Amherst and the University of New Mexico, women's studies is administered from the Provost's office, as are other "programs" on those campuses. The urban universities have varied arrangements with their institutions. At Brooklyn College/CUNY, for example, women's studies is administered by the College of Humanities and the College of Social Sciences, at Northeastern Illinois University it is run by the Center for Program Development (unit for experimental programs), and at San Francisco State, by the Provost's office.

With a few exceptions, women's studies programs are administered internally in a manner quite different from the governance of other academic departments. Most are under the auspices of large committees, boards, or councils which set policy, establish curriculum, supervise majors, hire

faculty, and prepare budgets. Typically, the committee or board includes students (undergraduate and graduate); faculty, some who teach in the program and some who do not; administrators (i.e., affirmative action officers or assistants to the academic dean); university or program staff; and women representing the community. This diverse group meets once or twice a month; it ranges in size from ten to twenty-six at the programs visited, and business tends to be conducted formally. The atmosphere, however, is more comparable to a community meeting than a department meeting, if only because of the diverse constituencies represented.

Programs with such women's studies committees or boards value them for several reasons. They are the constituent "network" that allows the program both to serve the general campus (and off campus) community and to stay in touch with its needs; they provide the "clout" that most women's studies programs have needed in order to become established and still need in order to grow; they allow the programs to function in a relatively non-hierarchical and democratic fashion (values of some significance to feminists, though not necessarily to the academic community).

For many of the faculty and students interviewed, participating in the process of a women's studies committee has been as educational as the curriculum. To judge from the meetings we attended, a measure of both time and patience is required far in excess of most college committees. The rewards, according to most people interviewed, are ample.

CHAPTER 3
The Curriculum and the Classroom

Historically, the central concern of women's studies programs has been the development of a curriculum, and the central driving force of this curriculum has been to promote the study of women from a perspective critical of women's current status and past neglect, and aimed at establishing equity for women on campus and in the world outside.

The women's studies curriculum has been, even in its short life span, in a continuous state of transition. That may sound paradoxical, but the paradox is resolved if one looks at women's studies as the educational strategy of a breakthrough in consciousness and knowledge that has only just begun and that will continue through the next century. In 1970, when women's studies courses were just beginning to appear on less than one hundred campuses, few faculty or students would have dreamed of the variety of current course offerings, or of the traditional disciplines that would be touched—including those in chemistry, geography and biology. And it is likely that the curriculum will continue to expand in some directions and areas and contract in others, in relation both to the changing consciousness of students coming into the classroom (and their prior training) and the changing knowledge base of the field.

Conversations about curriculum—with individuals interviewed and with program committees, groups of students and faculty—clustered around five general issues: 1) controls and standards; 2) focus on race and class, as well as gender; 3) the design of an interdisciplinary curriculum; 4) the major, minor, or certificate program[7]; and 5) graduate study.

Control of the Curriculum and Standards

Long-range, perhaps the most controversial and critical question in women's studies will concern control of the curriculum, particularly with respect to standards. That this should be a question at all suggests how quickly women's studies has achieved a certain level of legitimacy. Seven years ago, it was risky to associate oneself with women's studies; hence, those who did were, for the most part, a self-selecting group who welcomed all comers. Today, both inside and outside programs there are questions about what makes a particular course a women's studies course, about

7 Programs with majors had entered or were about to enter a new phase of curriculum planning. There, discussions focused on such issues as "concentrations" or "streams" within majors; or on the vocational needs of students, and on the development of special types of practical or field experiences for them along with senior seminars, projects and honors theses.

the standards for such a distinction, and about who sets and enforces the standards.

From the outside, standards have to do with the credentials of faculty and the academic quality of requirements in courses and for majors. By and large, programs have satisfied their institutions with regard to those two matters. Again and again, administrators outside the program expressed approval of the women's studies faculty both as publishing scholars and excellent teachers, and also approved of the curriculum as intellectually demanding of students.

Inside the program, questions of standards and control are quite properly more complex and more difficult of solution. For those programs entirely dependent on the faculty at hand—that is, already hired by departments—a major question of control has to do with availability. Can one organize a women's studies curriculum, for example, without an historian, or without an economist? Or as one women's studies administrator put it, can one organize a coherent curriculum when the faculty available are chiefly in history and sociology and not in other areas at all? What does one do, as an administrator of a program, when one is entirely dependent on what individual faculty members want to teach from term to term—and on what their disciplinary departments will allow—rather than on what a coherent curriculum needs?

As the legitimacy of women's studies has increased and its enrollments have continued to rise, some programs have begun to experience a rather different kind of problem: who is to decide whether a course about women or gender is acceptable as a women's studies course? As one administrator commented, "How do you do anything about academic standards when you have no control over the course, except to choose to cross-list it or not." Can a faculty member or an administrator outside the program insist that any course "on" women be included as a women's studies course?

Some programs have begun to work out specific criteria for the acceptance of courses for cross-listing. At Northeastern Illinois University, for example, an official document includes the following "Criteria for Approval of Courses":

a. courses should be taught in a non-sexist manner, i.e., women should be considered equal and autonomous members of society and instructors (male and female) should be sensitive to past scholarly neglect of and bias against women;
b. courses should set high academic standards to emphasize that the Women's Studies Program is a serious and scholarly effort;

c. courses should guard against the assumption that because women's courses are at present offered separately, women's intellectual abilities are different or inferior; Women's Studies courses should be seen as part of a process of developing a new body of knowledge for and about women and men, and should not produce sex-typed intellectual programs or activities that are isolated from the principal academic endeavors of the university.

Perhaps the most controversial and critical question inside women's studies programs is the one of who may teach. Seven years ago, this was an issue with regard to the participation of males, at least in some programs. In the fifteen programs visited for this study, however, the question of whether or not males could or should teach was not a current subject of debate (although most men interviewed preferred to team-teach with a woman, and several programs were using that model for such courses as "Human Sexuality" and "Women and Religion"). The major issue for discussion was the necessity that all who teach women's studies be not only singularly prepared in a relevant academic area but also *in feminism.* In the Northeastern Illinois document, that qualification comes out in the language that requires a "non-sexist manner" of teaching and sensitivity to "past scholarly neglect of and bias against women." The document also requires teachers of women's studies to believe in women's intellectual capacity. At Brooklyn College, a key sentence in the official document that established the program describes those courses to be cross-listed as electives: "While viewing materials from the *perspective of women's studies,* and incorporating *feminist analysis* of topics discussed, each elective would be academically sound in terms of the individual departmental discipline." (Italics added.) The "perspective of women's studies," as members of that program and others have explained it, is the perspective that acknowledges the experience of women as a legitimate part of the classroom and research. A "feminist analysis," whatever its particular ideology, begins from the assumption that inequities in society upon women of all races and social classes have had harmful effects.

Thus, program representatives explain, the women's studies curriculum is broadly prescriptive as well as descriptive: women's studies faculty are expected to be interested in and informed about strategies for ameliorating the existing status of women. From off campus, such criteria for controlling curriculum may seem self-evident and uncontroversial. On campuses, however, the myth of "objectivity" still strongly dominates thinking, especially in schools of liberal arts and sciences. While some members of academe may still

feel uncomfortable with the notion that racists are unacceptable faculty in ethnic studies programs, they understand the political reality of such programs. It is not clear on some campuses, however, that women's studies may represent another political reality.

Beyond the general feminist criteria, no programs visited were interested in controlling the ideology of curriculum. Indeed, several programs, evaluating their strengths, reported as primary the diversity of their faculty with regard to feminist ideology, degrees of activism in the women's movement on or off the campus, and sexual preference.

Focus on Race and Class

On all the campuses visited, for several reasons, the issues of race and class were critical. Many individuals and most programs visited are conscious of the need to avoid replicating in women's studies the errors of the white, middle-class, male-centered curriculum. They emphasize the fact that women are half the population, including all races and social classes, as well as ethnic and religious groups. But like the social movement in which it is rooted, women's studies has tended to be predominantly white and middle-class, in terms of both faculty and curriculum, and there is a perceived need for a corrective. In addition, ethnic studies programs, established on campuses some years before women's studies, have characteristically ignored women, and many involved in them also perceive the need for a corrective. The major strategy developed thus far is the inclusion of separate courses on Black Women, Chicanas, Third World Women, etc. Such courses, taught by minority women, have appeared on most campuses with the cooperation and cross-listing of various ethnic studies programs. For the most part, it is women's studies that has taken the initiative for this development. In rare instances, as at the University of Tennessee, a minority woman hired by the Black Studies Program has been responsible for the initiative.

But the addition of a single course called "La Mujer Chicana" or "The Black Woman" can hardly compensate for a white, middle-class bias of, say, twenty to forty other women's studies courses per year, and several programs have begun to discuss more in-depth approaches, and to act on them. The University of Minnesota, for example, has built into its introductory women's studies course a careful multiracial and multiclass approach. At the University of Hawaii, the hiring of anthropologist Alice Chai to teach three different cross-cultural courses each year, including one called "Women in Hawaii" (Hawaiian, Filipino, Samoan, Japanese, Chinese, Korean), exemplifies another approach. In some programs—the one at the University of Pennsylvania is a good example—Black faculty in the Eng-

lish and history departments have offered special courses on the literature or history of Afro-American women.

At the University of Washington, a "Task Force on Third World Women in Women Studies" began to meet in early 1975 to consider how the program could "meet its stated commitment to third world women." In addition to the single course that had been offered annually for the past several years, "Third World Women in America: Cross Cultural Perspectives," a decision was reached to design and offer four new courses jointly with relevant ethnic studies programs. A process of self-evaluation for various women's studies committees and a procedure for effecting relationships with third world women off campus were also instituted. Perhaps as important, at least in the eyes of the program, was an all-day "Workshop on Interethnic Interactions" which was organized by the Task Force in the spring of 1976 for women's studies staff, faculty, and students. Finally, a policy was adopted by the women's studies advisory committee, published for the first time in the winter 1977 course guide:

> All courses should have Third World Women content and materials as an integral part of the course curriculum—not merely a one-class or one-week effort; instructors should be prepared to go beyond introductory material in order that students get more than duplicate, elementary exposure to Third World Women.

But the problems still to be addressed are considerable. With respect to the campuses visited, for the most part, there are far fewer minority women on the faculty than minority men. Black, Native-American, Chicana, or Asian-American women on faculties are triply burdened, potentially, by responsibilities in their disciplinary departments, in their ethnic studies programs, and in women's studies. It is not surprising, therefore, that some of them cannot find time to teach women's studies, or that, on occasion, those who do are regarded with some suspicion either by their ethnic studies programs or by their disciplinary departments or both.

Minority women faculty interviewed felt additionally handicapped both by the absence of adequate texts in their particular ethnic areas, and by the absence of multiethnic texts that might educate their white feminist colleagues, or allow all of them to teach a more integrated curriculum.

However minimal, women's studies programs have made some progress in the area of minority women. With regard to other subgroups, working-class women for example, or Appalachian women, there is far less to report. At the University of Tennessee, in the educational psychology depart-

ment and in the newly-established Appalachian Center for Women's Educational Equity, some curriculum has been developed. And in several of the urban universities, an occasional course on the literature, history, or sociology of working-class women can be found. On the whole, however, the middle-class bias in the curriculum is profound, as is its urban rather than rural focus (and there is much less consciousness here than with respect to race).

The Design of an Interdisciplinary Curriculum

The chief characteristic of women's studies curriculum is its interdisciplinary nature. Given its historical mission—to supplement a male-centered curriculum—the curriculum ought ideally to resemble a mini-college. In reality, however, it has been circumscribed by the availability of faculty and by the allocation of slim resources for the hiring of additional faculty. The tensions most programs feel with regard to the design of the curriculum emerge from efforts to fulfill the ideal with limited resources, to meet the need for both stability and variety in offerings, and to keep up with the continuing explosion of knowledge which adds a pressure for depth.

During its first phase, the design of women's studies curriculum was limited typically to an introductory course that was interdisciplinary in its inclusiveness and methodology, supplemented by an assortment of disciplinary-based courses, dependent on the availability of faculty. Most programs managed to include courses in sociology, literature, and history, and often in psychology as well. Courses in economics, political science, biology, anthropology, and courses about minority women, as well as courses in art history and European literature were rarer, but occasionally available. By and large, creative anarchy was the rule, with a rich and continuous expansion of offerings in most programs.

In phase two of women's studies programs, however, more stable faculty hiring patterns have resulted in a more stable curriculum, although programs still continue to offer a profusion of courses. Noting a few patterns or tendencies that are emerging may be helpful.

1) The development of "depth" in older areas, chiefly literature, history, sociology, psychology, but also law, and more rarely, education.

At several universities, for example, as many as six to nine English department faculty offer different women's studies courses each year, thus allowing students to specialize in literature and women's studies. Where there has been such proliferation, it has followed the interests of particular faculty; thus far at least, it has usually not been rationalized into an orderly curriculum for students interested in a coherent specialized stream.

On some campuses, it is possible to combine a broad variety of courses, at introductory and advanced levels, in such areas as socialization and sex differences, marriage, family and the history of the family, child development, psychology of women, and feminist counseling into a coherent sociology/psychology concentration. While most programs have had at least one course in "Women and Law," several have now begun to offer, sometimes in cooperation with law schools, more specialized courses in sex discrimination or affirmative action.

2. The development of newer areas: courses about minority women and cross-cultural studies generally, with special interest beyond Europe and the United States; courses in schools of education; courses on lesbianism; courses on maternity and infant care and development; courses in hard science, including the "Biology of Women," the "Biochemistry of Women," and, for the first time in 1977, a geographic course—"Women's Role in Changing the Face of the Earth" (Portland State University).

The largest courses on some campuses are "Human Sexuality" and the "Psychology (or Psychobiology) of Sex Differences."

3. The appearance of new interdisciplinary courses offered by programs, not at the introductory or concluding level, but as integral to the intermediate curriculum.

The University of Minnesota's and San Francisco State University's programs have been most articulate on this subject. They are initiating courses that traditional departments cannot: at San Francisco, for example, "Women and Violence," and "Women, Class and Race"; at Minnesota, "Androgyny," and "Women in Myth and Ritual."

4. The appearance of groups of courses in most programs built around the theme of work and the professions.

A central course in such groupings is "Women and the Workforce" or some version of "Women in the Economy." Newer courses include such general courses as "Women Thinking about Their Work," or "Women and Careers in Traditionally Male Fields"; and such more specialized career-related courses as "Management Training for Women"; "Women in the Criminal Justice System"; "Minority Women and the Helping Professions."

Majors, Minors, or Certificate Programs

The most significant factor which shapes the curriculum in phase two is the presence of majors, minors, or certificate programs. Students have not been content with the smorgasbord approach to curriculum design, and they have been vocal about their need for vocational direction and preparation. Most programs have responded by designing either

dual majors or interdisciplinary concentrations related to career goals, or both.

At Massachusetts/Amherst, Minnesota, South Florida, Brooklyn, Pennsylvania, San Francisco State, Hawaii, Portland State, and Washington, students either must be or may be dual majors in women's studies and a traditional discipline. At Northeastern Illinois University, the program wants to institute a dual major. While the dual majors vary broadly in size—from six women's studies courses at Brooklyn College (18 credits, on the term system) to 13 courses at Portland State University (42 credits, on the quarter system) to 15 courses at the University of Washington (68 credits, on the quarter system)—the impetus is equivalent. As Brooklyn College has put it, dual preparation allows a student to enter a graduate or professional school with additional knowledge about a sector of the population ignored in traditional courses.

While most programs for majors, minors, or certificate students begin with an interdisciplinary introductory course, it is the same course offered also to those seeking an interesting elective. Hence, a few programs have begun to offer to majors not only some version of a senior integrative seminar, but several "skills" courses meant only for majors. At San Francisco State, for example, the new autonomous B.A. program asks students to select two courses from a group of Core Courses, and works into these courses skill development in such areas as analytical and critical thinking, or organizing and participating in groups.

Interdisciplinary undergraduate women's studies majors with a career focus are being developed at San Francisco State, Pennsylvania, and Washington, as well as at other institutions such as Ohio State University. At San Francisco, the option is meant particularly for students who want to find work immediately upon completion of the B.A., in such fields as health or communications. A women's health studies major, constructed with the advice of women's studies faculty, would consist of the following:

Core Courses:	**Credits**
Basic Feminism	3
Translating Women's Experience	3
Women in Groups	3
Senior Integrative Seminar	3
Biological Sciences	
Human Anatomy	3
Human Physiology	5
General Microbiology	4
Human Sexuality	3

Health Education/Nursing	
Health in Society	3
Community Health	3
Fieldwork in Community Health	6
Women's Health—Problems and Issues	3
Social Sciences	
The Family	4
Women and Madness	3
Development of Sex Differences	4
	56

At the University of Pennsylvania, where a majority of the undergraduates hope to attend medical or law schools, the curricular concentrations have been planned accordingly: the three foci are "Women and Public Policy," "Preparation for Women's Medicine," and "Women in the Humanities." At the University of Washington, the concentrations have been developed both for those who would go on to graduate and professional schools and for others who would enter the workforce after the baccalaureate. The three areas are "Women and Social Change," "Women and Human Services Professions," and "Women and Public Administration." Careers are envisioned in such areas as social action agencies, governmental services, and hospital administration, as well as in feminist organizations and agencies.

At the University of Washington and at Portland State University, a practicum or internship experience has been built into the curriculum with an eye both to giving students some work experience and as a possible aid to job placement. At the University of Massachusetts/Amherst, where individually-organized majors and minors have been possible since 1974-75, a report suggests that

> a student majoring in business might earn a Women's Studies Certificate [minor] through the required Women's Studies courses, pertinent courses in economics and sociology, and a project that would study the hiring practices of a selected industry.
>
> In preparation for this project, the student might take an independent study project and become an intern at the business offices of the industry under consideration.

At Brooklyn College and the University of Kansas, programs have developed majors or co-majors within more traditional divisions of humanities and social science. And thus far, they have managed to do a little of everything, insofar as their faculty resources allow.

With respect to the further growth of women's studies as an interdisciplinary curriculum, coordinators and curriculum

committee members at many of the institutions visited acknowledge that programs will, in the future, have to make hard choices, not only because of financial pressures, but mainly because of the development of knowledge in particular areas. Some expect tensions to develop between the proponents of two quite different visions of women's studies programs: those who view the concept of an interdisciplinary program as an umbrella for the development of an assortment of disciplinary courses in depth; and those who would emphasize the development of an autonomous interdisciplinary undergraduate curriculum in women's studies.

Development of Graduate Programs

While phase two of women's studies has been focussed squarely on providing excellent undergraduate education, four institutions (Northeastern Illinois, San Francisco State, Sarah Lawrence, and Tennessee) have initiated graduate programs, and seven others (Brooklyn, Hawaii, Kansas, Minnesota, New Mexico, Portland State, and Washington) plan to begin graduate work in the near future.

Sarah Lawrence, Northeastern Illinois, and San Francisco State are among the sixteen institutions nationally at which one may earn an M.A. degree, though in no case is the degree in "women's studies" itself. At Sarah Lawrence, it is a degree in women's history; at Northeastern Illinois and at San Francisco, a degree in interdisciplinary social science with a focus on women's studies. At the University of Tennessee, the graduate program is an informal one, located in the department of educational psychology.

At Minnesota and New Mexico, graduate students are known to be doing informal "minors" in women's studies, and some faculty have been talking about what an interdisciplinary graduate program might include. At the University of Washington, 30 faculty have been meeting as a Research Group for three purposes: to share their research with graduate students; to plan a women's studies research institute; and to initiate an experimental graduate seminar in methodological problems of interdisciplinary women's studies research.

There is real pressure from graduate students for this kind of planning to move forward. At a women's studies colloquium on Minnesota's campus, for example, an Asian-American graduate student urged the program to consider its "responsibility" to those who, like herself, felt "balkanized" in traditional departments. She asked, at least, for an informal seminar for graduate students.

At San Francisco State, one of the early pressures for the formation of a women's studies program came from "reentry women," Professor Nancy McDermid recalled, "some of whom were elementary or secondary school teachers who wanted a special kind of M.A. that would help them

revise their curriculum." Several dozen schoolteachers in the Bay Area have graduated from one of San Francisco's two options for graduate work in women's studies.

At Northeastern Illinois University, the number of students enrolled in the M.A. program has increased dramatically—from two to fourteen, and though the program is hard-pressed to meet the needs of such students for separate graduate courses, it emphasizes opportunities for them to work with individual faculty members on scholarly research.

It is, of course, striking that the one autonomous graduate program in women's studies among those campuses visited is in women's history and is located on a small, and formerly women's, campus.[8] The forty-five students admitted to the M.A. program in women's history at Sarah Lawrence have found themselves in a two-year program of such high scholarly intensity that some have chosen to spend still a third year on thesis-writing. Most of the syllabi for courses in women's studies contain a two-track approach, with additional assignments for graduate students, typically in research methodology. In the Sarah Lawrence manner, all students also see instructors privately once a week for individualized instruction. The curriculum begins with a core graduate seminar in feminist theories and methodology and concludes with the thesis. In between, the program offers an impressive variety of courses (see Appendix B).

Students interviewed respect and are grateful for the existence of the program. They note, however, that without a doctorate, the degree is likely to lead them either to secondary school teaching (from which some of them have come) or to low-ranking administrative jobs (from which others have come). While they value the education at Sarah Lawrence, they wonder whether on a university campus, the same quantity and quality of work might not send them further along the path toward a doctorate.

Doctorate programs in women's studies include only the new and unique program at Union Graduate School and the program in women's history at the State University of New York/Binghamton. With the exception of graduate work in women's history, the debate about curriculum appropriate for the doctorate in women's studies is in its earliest stages. Some insist that all graduate work belongs properly in traditional disciplinary departments; others believe that the

8 It is probably important to note that the program began with a three-year grant of $160,000 from the Rockefeller Foundation, aimed not only at creating the M.A. program, but also enriching the undergraduate offerings with electives, and inaugurating "a small experimental program for women in community activities for which there are no specific academic requirements and which is not degree-granting."

only innovative and useful research is interdisciplinary, and they thus prescribe interdisciplinary graduate degree programs for the future.

A Note on the Women's Studies Classroom

Each program had arranged for the visiting of from two to seven classes, usually the introductory course and at least one other in history or literature. We observed nine introductory courses, nine classes in English, nine in history, five in sociology, three in psychology, and one or two in each of the following: anthropology, art, biology, Black studies, Chicano studies, economics, education, home economics, law (in political science), philosophy, and religion. In addition, we observed five interdisciplinary courses, including a senior seminar and a teaching practicum.

Statistics rarely are helpful in describing classrooms. If curriculum is the center of women's studies, the classroom is its heart. We visited classrooms in part to be able to observe for ourselves the gender, race, and age of students in them, their interactions with the faculty, and the tenor of the faculty themselves in their workplace. By now the women's studies classroom has a reputation to live up to: as a place where the newest scholarship is reported on even before it gets to the published page; as a place in which anyone may say anything, however private or political; as a place in which learning actually occurs, sometimes through discussions of unusual intensity. It is a place allegedly both of intellect and feeling, qualitatively different from most college classrooms, in part because of the presence of a significant number of older women students, but mainly because of the reliance on an unique combination of scholarship and the experience of classroom participants.

On the whole, our visits confirmed the reputation of the women's studies classroom, though we encountered more lectures than we had expected—even in small classes—and less variety of teaching strategies. We also encountered an occasional teacher who raced through a lecture without pausing for comments, questions, or discussion, and an occasional one who did not either organize a class discussion or attempt a critique of one allegedly run by students.

Three areas deserve brief comment or illustration.

1) **The complexity of materials read and issues engaged.** At the University of Pennsylvania a lecture on Anne Bradstreet might have been prepared for a scholarly conference. At Northeastern Illinois University a small group of students, with the help of a teacher, decoded a series of Anglo-Saxon writs, charters and wills, in an attempt to get at the legal status of women in pre-medieval society. At the University of South Florida, undergraduates re-

ported on employment case law they had followed from the local level to a state or national Supreme Court decision.

2) **Unusual subject matter for the undergraduate classroom.** Classrooms we visited, for example, treated the following: the social security law; Edith Kelley's *Weeds;* Agnes Smedley's *Daughter of Earth;* paintings by women artists of the Renaissance; menstruation; *machismo;* rape.

3) **Characteristic teaching strategies.** There are few "gimmicks" in use and relatively few genuine innovations. The lecture format is usually modified through the use of several devices: small groups that meet in place of one of the lecture hours; student panels reporting to the whole class; guest lecturers, often of the nontraditional sort. (At the University of Hawaii, for example, a 72-year old Filipino woman talked to a class filled mainly with a variety of Asian-American women about her life and its illumination of Filipino migrations to the islands earlier in the century, as well as the several roles of women and men in Filipino society.)

Lectures, whether to large or small groups, are characteristically organized so as to allow a report on a body of evidence that is accumulating, and hence consciously incomplete. Thus, the lecturer's hour allows space for the dilemmas still needing research, for the questions provoked, and for the possible interpretations of the evidence thus far.

Students, whether in large or small groups, are encouraged to ask questions, indeed, to learn the questions that need to be asked—about "evidence," "bias," "perspective," "sample." Research methodology—the issue of how one ever knows that something is "true"—is as much a concern as is the validity of personal experience.

In small groups especially, personal experience shared in the classroom is important. One strategy commonly used to elicit it is a technique adopted from consciousness-raising groups: all students in a circle or around a table comment, in turn, about a single issue—each uninterrupted by others, including the teacher. The teacher is often a willing participant, responsible for setting the appropriate limits for intimacy and an atmosphere of trust. Expertly used, the result is a body of experiential information that may be compared with more elaborate sociological or psychological studies.

CHAPTER 4
The Students

In Profile

Students in women's studies classes are more diverse in age and background than in gender and race. While most classes visited included at least one man, and at least one member of a minority of either sex, the majority of students are both white and female. An unusually broad range of ages, however, is notable in most classrooms: older people of both sexes, and of all races, can be found in women's studies courses. Even in institutions not particularly noted for attracting an older student body, such students will find their way to women's studies courses, often to remain there as majors, minors, or certificate students.

Of those majors and minors we interviewed on each campus, somewhere between 50 and 60 percent are "re-entry" students who had, variously, postponed college for five to twenty-five years (or more) after graduation from high school; interrupted their college education for years of child-rearing and other, paid work; or completed college, done a variety of things, and were now back for retooling and/or for graduate study. All majors we interviewed were women, although several programs have, or have already graduated, one or two male majors. A small percentage were members of minority groups, chiefly but not only Asian-American women at the University of Hawaii. At one state university, the majors interviewed included a high proportion not only of re-entry women but women from poverty backgrounds, some still on welfare.

The proportion of men in the classes of programs visited ranged from 2 to 20 percent.[9] In some of the 55 individual classes we attended, there were no men; in others as many as 50 percent. "La Mujer Chicana," at the University of New Mexico, included 9 Chicanos out of 21 students. "Introduction to Women's Studies" on some campuses apparently enrolls few or no men: on others, a wide variety. At San Francisco State, women's studies offers a "Men's Liberation" course designed for men. Portland State has offered a similar course.

Reasons for Participation

Both women and men students articulated an interest in knowing "*more* about women." Women students are also specific—more so than men—about their personal and vocational needs. Some of them come to the introductory women's studies course for help in adjusting to the academic world—especially if they are re-entries. One woman who returned to college because her husband was going overseas

9 Only the University of South Florida could provide us with statistics: 27 percent of the students in women's studies courses in fall 1976 were males.

for a year found her way to "Introduction to Women's Studies." "I had a basic need to know," she said, "but the support and encouragement I got enabled me to do what I didn't think I could. Like term papers . . . Had I been elsewhere in the university, I would have given up."

Both older and younger students come to sort out their identities, though it is clear that the older women's experience at living often gives them an unexpected advantage in the classroom. During a seminar for seniors who were working as small-group discussion leaders in Minnesota's introductory course, one young woman commented that the younger students in her small group had not seemed to understand the lectures and readings on marriage—at least to judge from their journal entries. A re-entry woman present agreed that the subject was more difficult for the younger students:

> "I can understand that. If I'd come to the university at eighteen, with only the background of my mother and father and a few boys—and I mean *boys*—I wouldn't have understood a thing. At thirty-three, it hit me like gangbusters. When I think how I ruined my life at eighteen and made terrible choices . . . (a long pause). And now here are these young women and they are no further along than I was. . . ."

She paused and looked around the table, and there was a notable silence. Then she added, "Except that they're in women's studies and we're there too."

Motivation

There is also a consistent pattern of high motivation on the part of women's studies students, reported by faculty and students alike. Studies at Minnesota, Massachusetts, Pennsylvania, and Washington, and anecdotal accounts, confirm 1) that from a student's perspective, women's studies courses are more demanding than most college courses, but they are also more enjoyable, intellectually challenging, informative, and have greater impact on their lives than other courses; and 2) that from a faculty member's perspective, women's studies students are slightly more intelligent than other students, but much more highly motivated.

A scientist offering "Biochemistry of Women" at Portland State University to a group of 48 students that included a large proportion of women's studies students, commented, "I have no criticism of the group I taught. Many had to struggle, but they learned very quickly. I can't take my science majors—or nurses—and put them through such a program and expect them to do so much so quickly, and I had some graduate students in there who really set a hot pace."

In some institutions, women's studies has the reputation of being a "difficult," or even "impossible" set of courses that

some students, intent on maintaining exceptionally high averages, cannot afford to take for credit. On some campuses, faculty report a drop-out rate in large women's studies courses of as much as 20 percent, after students see the syllabi and understand that requirements include—in addition to the ubiquitous journal—examinations, papers, and quantities of reading.

Vocational Goals

When women's studies first began, programs saw themselves mainly as providing some additions to the traditional curriculum. The major has grown in importance only since 1974. During the same period, students have become increasingly career-minded, and, according to a sample of deans, undergraduates now ask of all courses, "How do they relate to my future career or job?" In many institutions, for example, students are swamping new business programs.

The whole question of vocation for female students is compounded by special pressures and exigencies: new opportunities and old biases; the women's movement and backlash; rich training and few jobs. On the whole, we found several different patterns of response to the question of women's studies and vocational goals.

At a non-elite institution, the question put to a class of women's studies students, "How many of you are women's studies majors?" was greeted with laughter, and the response, "What can you *do* with a women's studies major?" When students named their majors and their career goals, they named either areas that could be defined as careers—business, for example, or teaching—or they named professions that required graduate study—social work, or oral communication. Women's studies was out of the question on two counts: it named no specific work and it seemed also not to lead to graduate school. On other campuses there was some vocational confusion and anxiety, among majors, and, occasionally, some cynicism as well. Majors at the University of Minnesota, for example, responded in unison with the question, "But what can you *do* with it?" when asked what it is that most people ask when they tell them they are women's studies majors. When asked about their views on the usefulness of the women's studies major, they said, "But what can you do with *any* B.A.—clerk in a store, be a waitress, do secretarial work, or get a teaching certificate."

But in fact, at least half of all women's studies majors interviewed are already enrolled in or are heading for graduate or professional schools. That is not surprising, given the reports of high motivation and the excitement about research and scholarship in women's studies courses. Many if not most students are completing dual majors, or women's studies majors with some particular area of interest. And the

areas of interest often reflect what the students have been exposed to. On campuses where a significant proportion of women's studies faculty are psychologists, counselors or therapists, and where there may also be opportunities for "peer counseling" under professional supervision (as at the University of South Florida), quite naturally a large group of majors expressed interest in careers in counseling women or in psychology. On Bennett's campus, where an interdisciplinary program in communications began at about the same time as the women's studies program, an unusual proportion of the students interviewed said they were interested in becoming news broadcasters. On most campuses, if majors are not headed toward graduate school, they will want employment in agencies that serve women. Counseling, teaching, law, and health—with special regard for women's concerns—are the professional fields named most frequently. And about half of all women interviewed want to work in what we would still call nontraditional areas for women: science, for example, or business.

CHAPTER 5
Faculty and Administrators

In Profile

In age and experience, the faculty are more like the students than they are like the rest of their colleagues in the university. One of the prime factors that gives women's studies its particular identity on diverse campuses is the fact that one-third of the faculty are *re-entry* feminist scholars: "older" women who have earned degrees (mainly doctorates, a few M.A.'s) during the last decade. Like their students, they understand a woman's world away from the campus and even from the paid workforce; for many, this is a second start, a second career. Many of them point to the women's movement as having given them the energy and opportunity for this second start.

One-third of the faculty are young feminist scholars who have also earned doctorates during the last decade—or are now completing their dissertations. One-third of the faculty are scholars turned feminist scholars. Typically in their mid-thirties or older—that is, the same age as the re-entry women—and with degrees completed between 1956 and 1969, many in this group are tenured Associates or Professors.[10]

Like the students, the faculty group is also a heterogeneous one, though the vast majority of individuals are white and female. Men teach, or commonly team-teach, in almost all programs, and in at least one case, a male professor has sat on the women's studies committee from its beginnings. At least one, and sometimes several, faculty members teaching women's studies are members of minority groups. In five of the programs, from one to three Black, Chicana, Native-American, or Asian faculty women sit on the women's studies policy-making committees. At Bennett College, where the majority of the faculty is Black, two white women and one Black man also teach women's studies courses.

The most significant diversity, however, has to do with age and experience. Faculty range from twenty to near-retirement, with significant clusters in the late twenties, late thirties, and late forties. While the young feminist scholars and scholars/turned feminist scholars have usually been lifelong academics, the re-entry feminist scholars bring to the

10 A smaller group of young scholars, untouched by feminist concerns through the period of their degrees, have begun to revise the focus of their teaching and research as a result of contact with a women's studies program. Similarly, a smaller group of re-entry women, often out of the early sixties' continuing education movement, have been classified as scholars *turned* feminist scholars.

campus a rich variety of experience including child-rearing, and working outside the home in volunteer or paid employment. Several of the minority women interviewed were in their forties, completing dissertations, teaching in women's studies and some other field, having spent the previous decade engaged in bringing ethnic studies to a campus, or in recruiting minority students. Several re-entry feminist scholars have had full previous careers as writers, journalists, mothers, or volunteers with such organizations as the League of Women Voters.

Overall the faculty is about one-half to two-thirds "older," and about one-half to one-third "younger." At the same time, the faculty profile in the academic sense is far junior to that of the male colleagues. Probably less than one-third are tenured and the vast majority of the more than two-thirds who are not are on part-time appointments. Roughly two-thirds hold doctorates, but most of those doctorates were earned during the past decade. Another sizeable group (15 to 20 percent) will complete degrees in 1977 or 1978. In a year or two, therefore, a majority will be describable as having earned their degrees in the seventies.

The Teaching Climate

The re-entry faculty, like re-entry students, are particularly candid about the effect of women's studies on them personally and on their abilities to effect change. One woman at San Francisco State needed only five words: "Basically, it changed my life," she said, and went on to describe the choices she had made, encouraged by the large group of committed feminists she had been working with at the university, and the new ways she was now able to work effectively. Another re-entry faculty member, completing a dissertation in history, said, "I have the feeling that I'm learning as I never have before in my life."

Most faculty interviewed commented on the special community of women's studies. A very young faculty member, team-teaching the Portland State University introductory course and recently out of the women's studies program at the University of Washington, said:

> "Women's studies gave me a clearness of myself in relation to everything else in the world—my class, my abilities as an individual . . . It gave me a sense of community which I'd never had before. I was involved with thinking, intelligent women, who were saying that change is possible on a day-to-day level. It also made me enjoy life, to have this joy."

Older faculty, perhaps less lyrical about their experience, described usually a new sense of "wholeness" between their lives and their work that they had never before experienced, as well as a sense of "direction and clarity," both about the purpose of teaching and the usefulness of scholarship in

women's studies programs. Most—young and old—reflected an optimism and idealism quite surprising to those who had expected to find beleaguered women's studies programs, and faculties infected with a siege mentality.

Encouragement of Scholarship

The scholarship of women's studies is one of the causes for optimism. In fact, on the basis of this study it is possible to say that women's studies faculty members *are* scholars, regardless of the institutions in which they teach. And they are principally though not always publishing scholars. The optimism is not a function necessarily of campus rewards for scholarship, though that sometimes occurs. Rather, it has to do with the deep sense that the scholarship—whatever its character—is, in the end, related to the lives and future opportunity of women. Two scientists, for example, on different campuses and in different fields, one teaching only women's studies now, the other a major force in a medical school, confided that women's studies had given them, for the first time, the encouragement and the incentive to turn their science onto human subjects. Scholars in women's studies talk to each other about their research, across disciplines, and across the usual gulfs that traditionally separate the social sciences from the hard sciences and the humanities.[11]

A second cause for the optimism and vitality of the faculty is the very real pleasure they report about teaching women's studies classes. Several quotations from interviews may help to capture some of this.

11 There is also, among women's study faculty, a high degree of research and publishing activity. At the University of Pennsylvania, women's studies faculty pointed out that, in the context of their institution's emphasis on scholarship and publications, women's studies would "stand or fall" on the basis of the faculty's record as researchers. On other university campuses, we heard similar remarks, not usually about the women's studies program, but certainly about whether or not particular faculty members would or would not be granted tenure. On all campuses, regardless of the institution's own emphasis on scholarship and publications, we found individual faculty with their own newly published books or offprints either in view on their desks—or on a colleague's.

Sometimes in the course of conversation about "impact," a faculty member would mention, in the manner of Juanita Williams, women's studies administrator at the University of South Florida, that women's studies changed the direction of her scholarship, convinced her, in fact, to write a new textbook on *The Psychology of Women*, about to be released. Scientists Eileen and Isidore Gersh, near-retired and retired respectively from appointments at the University of Pennsylvania, and engaged also for the past five years in teaching a small seminar called "Biology of Women," have completed a new textbook on that subject. They set us a new task: to look for scientists in each women's studies program we visited and to ask whether anyone else was engaged in text-writing, and whether such a text as theirs would be useful. At Portland State University, we found Elaine Spencer, also relatively near retirement, with a new contract for a book on the *Biochemistry of Women*. At the University of Hawaii, we found a young assistant professor, Madeline Goodman, with a manuscript

"Women's studies students won't let you say something without questioning. I think they're more fun to teach. I find them quite exciting. Psychology students will generally write down anything you say. Very rarely will they challenge the written document. Women's studies students will do so, and make a good argument."

"Women's studies classes are my favorites. Women's studies doesn't lead to any measurable economic gain; students are in there for some basic educational reason."

"For the first time in my career the intensity of the classroom carries over into my writing and scholarship. I have always enjoyed teaching, but now it is quite different for me as well as for the students. It's hard to state the difference simply . . . Perhaps it's that they care so much about what we are studying."

Visits to women's studies classrooms verify the quotations above.

Policy-Making

In addition to scholarship and teaching, women's studies faculty are usually involved in weekly or bi-monthly policy-making meetings. While these sessions are, like most administrative chores, hardly cause for optimism or joy, they are, according to those interviewed, a source of some support and satisfaction. Faculty who have given years of vol-

completed for a text to be called *Women and Men: Human Biology*. Wendy McKenna, a young scholar at Sarah Lawrence College, has in press a book called *Gender and Sex*. We saw books (or heard about their forthcoming publication) by Renate Bridenthal of Brooklyn College, Shirley Harness of Kansas, Lee Edwards and Arlyn Diamond of Massachusetts, Gayle Graham Yates of Minnesota, Blanch Hersh and June Sochen of Northeastern Illinois, Carroll Smith-Rosenberg of Pennsylvania, Nona Glazer of Portland State, Gerda Lerner of Sarah Lawrence, and Sue-Ellen Jacobs and Sydney Kaplan at Washington, as well as those mentioned above. A list of faculty who had published scholarly articles in the last five years would, of course, be more extensive still. Offprints we happened to see—or copies of manuscripts in press—ranged from the study of the political behavior of American feminists to the living conditions of women in Peru. On a few campuses—the University of Hawaii among those visited and the University of Michigan among those not in the sample—women's studies programs publish annual or biannual journals of scholarship.

For the most part, all the women's studies research reflects the interests of individual faculty members, working alone, and, with the exception of women at the University of Pennsylvania and a few others elsewhere, is conducted mainly without research support in the form of fellowships, grants, and time off. Such activity obviously contributes to an internal atmosphere of support and encouragement for feminist researchers, often working without the recognition of departmental colleagues in the university. Such activity has found institutional expression in the ubiquitous "bag lunches" or monthly faculty/student colloquia programs, as well as in the organization of evening and weekend women's studies "study groups," as, for example, at the University of Kansas.

unteer work to such women's studies committees were typically modest about a sense of accomplishment but emphasized, rather, their personal and professional gains. They noted especially the values of sharing decision-making with students and of having a sympathetic forum in which to discuss curriculum and scholarship. One criticism we heard repeatedly, however, was that such women's studies committees have spent relatively little time on teaching strategies. A few programs were beginning to plan such sessions.

Problem Areas

As a group, the faculty have two particular problems. Either they do all that I have described *in addition to* their work in a traditional department, or they are on part-time appointments, often one course per term or quarter. On average, half of those who teach women's studies, despite their credentials and publications, are on part-time appointments, though in several of the programs visited all the faculty formally or informally share appointments in women's studies and some other department. The problems of part-time, temporary faculty are obvious, and we shall discuss these in some detail in a later chapter. Faculty who have full-time appointments in departments and part-time commitments to women's studies typically have two sets of meetings to attend, two varieties of departmental responsibilities, and, as often as not, two types of scholarly criteria to meet for appointment and reappointment.

A Note on Program Administrators

At least one faculty member on each campus is also the formal administrator of the women's studies program. The profile of this group emphasizes the tendencies of the faculty as a whole. Nine of them are re-entry feminist scholars; seven are young feminist scholars; and two, scholars turned feminist scholars. While only five of them are tenured faculty members, eight have published, or are in the process of publishing, scholarly books relevant to women's studies (four in history, one each in sociology, anthropology, psychology, and political science). Five of these books come from re-entry feminist scholars.

Their ages range from the late twenties to the late fifties. Slightly more than half (and most of these the re-entry faculty) have reared or are rearing children; less than half, and mainly the young feminist scholars, are unmarried.

While nine of them were faculty members present on campus during the development of women's studies there (and were often integral to that development), the other nine have been hired within the past three years specifically to administer women's studies. (Only one of the nine new appointees is on a tenure-track appointment. Overall, five of the programs visited had a women's studies administrator who was a tenured faculty member.) In all cases, they also teach women's studies courses, sometimes the equivalent of a full teaching assignment.

CHAPTER 6
Impact of Women's Studies as a Strategy for Change

The central mission of women's studies is to change the curriculum, thus helping to establish educational equity for women. Its method, thus far, has been to organize, as "bands of change agents," faculty and students in women's studies programs. This study for the National Advisory Council was conceived to gauge the impact of women's studies programs, not only on faculty and students inside them, but especially on the curriculum beyond the program, and, with respect to elementary and secondary school teachers, on the surrounding community. Impact was conceived ultimately as bringing the study of women into the "mainstream" curriculum.[12] Discussions of impact occupied significant portions of interviews; analyses of catalogues and women's studies course offerings provided hard data for some conclusions, as well as material for provoking questions still unanswered.

On the Campus in General

There was wide general agreement that women's studies had had an impact on the campus: many people used the word "awareness" to mean both consciousness about inequities of women faculty and students, and the more specific understanding that women ought legitimately to be part of the curriculum. Deans and other administrators in comparable positions expressed a range of opinion. A few noted with satisfaction that women's studies "has not been entrepreneurial; it has not rallied new converts around it." A few noted with equal satisfaction women's studies' "catalytic influence on campus." Faculty and students interviewed inside women's studies programs also expressed a wide range of opinion about general impact.

On Faculty in Women's Studies Programs

Several deans and provosts interviewed were alert to the fact that women's studies was an effective catalyst for faculty development. They noted that scholar/teachers inside women's studies programs had moved into new areas of research. They remarked the productivity of such faculty as strengthening for them personally, for the program, and for the institution in general.

Interviews with faculty supported those generalizations. Either they had begun to teach women's studies courses as a

12 Obviously, it is extremely difficult (and perhaps futile) to attempt to separate the specific impact of women's studies from the general impact of the women's movement on campus and in the nearby community. At the same time, it is also important to acknowledge that on most campuses visited the women's studies program had sponsored a broad range of activities, including public lectures, films, art exhibits, conferences, etc.

result of new research they had been doing or, as often, teaching a women's studies course had changed the direction of their research interest. One comment is typical:

> "Women's studies changed the path of my research. I realized the record of art history needed to be set straight, that the great Jansen text I was using had not a single woman artist in it. I complained. I changed the teaching of the nineteenth century survey so that I teach and emphasize women. I now order every book I can find on women artists. Recently, I interviewed and wrote about a contemporary painter in Paris about my age who had been neglected."

Other faculty noted that "teaching now stimulates . . . research and writing: the combination makes one more productive . . . it energizes." The combination, as indicated elsewhere (see note 11), has also produced a number of new textbooks in the field.

Faculty also mentioned the impact of women's studies on their teaching. Some pointed particularly to style: "I am much more open and less authoritarian," one English department professor said, "and I am more questioning of all things." Another faculty member, in economics, credited women's studies with sharpening her teaching skills, especially through increasing her "awareness of sexism in the classroom."

More important, however, for the purposes of this review, were the comments about the effect of teaching women's studies courses on other teaching assignments. For example, a male faculty member at the University of South Florida said, "I can't teach *any* course—and I teach twelve different ones now—without considering feminist issues. They come up in every course. In 'Introduction to Buddhism,' I spend more and more time on the role of women. It's very vital to my teaching." Or a sociologist explained that even in a departmental course like "Introduction to Sociology," with a common reading list and hence "a very unrevealing syllabus," she is able to introduce materials on sex-roles, on the division of labor by sex, and so forth.

As significant, and perhaps more easily overlooked, is the continuing process whereby women's studies programs draw in new faculty—which then leads to the revising of other courses in the curriculum taught by the new recruits. An historian hired at Sarah Lawrence to teach colonial American history and the history of health care, but not in the women's studies program, reports in her second year that she has felt encouraged—by being at Sarah Lawrence and "around" a women's studies program—to work up a new course on "Women and Health Care."

On Students' Vocational Interests and Goals

In some ways, talking with students about this question of impact was reminiscent of reading about the early years of the women's colleges at the end of the nineteenth century. For students, women's studies promotes an atmosphere in which intellectual work and lofty vocational goals are not only acceptable but desirable. Thus a senior at San Francisco State, co-majoring in women's studies and cell and molecular biology said, "I feel as though my life changed when I became a women's studies major and I began taking myself seriously as a science major. I'm going to graduate school in genetics; maybe I will do science education for women."

The example above holds in general, for given the curricular emphasis on the status and work of women, it would be surprising if women's studies majors were not highly motivated toward demanding careers. Informal interviews with undergraduate majors in each program suggest that more than half are, in fact, bound for graduate schools or professional schools. Many express interest in careers related to the drive for women's equity, commonly through education or counseling. At least half seem interested in nontraditional careers—in law, medicine, science, theology, and business.[13]

A study by sociologist Chris Bose of students in women's studies courses at the University of Washington clarifies some aspects of the impact on vocation. In July, 1976, 80 percent of majors and 53 percent of nonmajors reported that women's studies had influenced their career choices. For the most part, that influence consisted of information: 30 percent reported "awareness of the jobs that were previously held only by men," 36 percent, "awareness of types of power structures within job situations," and 30 percent, "the ability to assess their own skills or the sense of an improved self-concept." Only 13 percent, however, thought that women's studies courses had helped them to develop new skills, and only 9.4 percent, that women's studies had been of direct assistance in getting a job.[14]

Indeed, the chief criticism of women's studies programs raised generally by student majors echoed these findings: that programs lack curricular focus on job skills, field work, and credentials. As indicated elsewhere, some women's

13 A survey conducted by the women's studies program at the University of Massachusetts in the fall of 1975 reports that 63 percent of student majors or minors plan further study in graduate or professional schools, a large proportion of them in counseling and therapy; others in law, literature, history and health care.

14 In another University of Washington study—on women's studies graduates—Chris Bose confirms the view that women's studies influenced career plans, again through information. But few (less than 30 percent) of the sample thought that women's studies had helped them develop new skills or had helped them directly to get a job or even job leads.

studies programs have already begun to respond to such complaints.[15]

On the Curriculum

Women's studies' impact on the curriculum can be measured empirically, through the numbers of courses on women added to the catalogue directly or indirectly. Thus, the courses listed in Appendix B provide prime data for women's studies' impact. Their number, taken together in these pages, may seem, and indeed is, staggering. Their presence documents the absence of women from the standard curriculum and testifies to the difficulty of changing that curriculum except by addition.

One further measure of the institutional impact of a women's studies program is its visibility in the official catalogue of the institution.[16] Portland State University's program, for example, which lists its 65 courses a year in a brochure mimeographed each quarter, is largely invisible in the catalogue (as of 1976-77). With three exceptions, its courses are offered, in various departments, through such devices as "Seminar" or "Special Topics." At the University of South Florida, on the other hand, the program has its own page in the catalogue that lists 18 courses (seven of which are also listed in their departments) plus an additional course in the school of education.

Another variant can be seen at San Francisco State where the "Focus on Women" program has been in existence since 1970. Since an autonomous B.A. program was approved only in 1976, in the most recent catalogue (1976-1977), there is no mention of women's studies as a program. But more than 50 courses identifiable as women's studies courses infuse the catalogue. In the 1977-78 catalogue, the program will have its own page. (And like all other women's studies programs, San Francisco State's has traditionally produced its own registration brochure.)

At the Universities of Pennsylvania, Minnesota, Washington, and Hawaii and at Brooklyn College, the women's studies programs each have a page in the catalogue and numbers of courses are also listed under departments at those institutions.[17]

15 Few studies of women's studies graduates have been undertaken, though some programs have begun to keep careful records of their graduates. Nineteen graduates of Sarah Lawrence's M.A. program, for example, are either in Ph.D. history programs (4) or teaching women's history in colleges (7) or in high schools (1), or are doing administrative work in higher education (4) or in foundations (1), juvenile programs (1) or women's crisis centers (1).

16 In appendix B, courses that have become permanent catalogue offerings are starred.

17 An interesting correlation between space in the institutional catalogue and physical space devoted to offices for the women's studies program appears to offer another measure of impact on campus. The Portland State pro-

A more profound issue, of course, than the matter of space in the catalogue, is the question of what effect women's studies has on the curriculum of the college or university. Our review found the beginnings of three observable tendencies here, as follows:

1. **The development of courses in departments that are "women's studies" in origin, but fulfill either general college requirements or requirements for other majors.** Women's studies in its second phase is beginning to manage this achievement, though our sense is that high enrollments and student interest have played a more important role in such achievement than the conscious strategy of faculty in or out of women's studies programs themselves. At San Francisco State and elsewhere, many women's studies core and elective courses may be used to fulfill general studies requirements as well as those for majors in other departments. At the University of Hawaii, "Sex Differences in the Life Cycle," a former women's studies course, now paid for by General Science, is taken by more than 150 students each term as an option that meets general college requirements for a non-laboratory science. In addition, other women's studies courses in the area of biology have been formally listed as acceptable for biology and pre-med majors. At the University of Washington, nearly twice as many psychology students as women's studies ones take "Psychobiology of Sex Differences" each quarter; it is acceptable for both majors.

2. **The perception by faculty of significant curricular impact in certain departments.** (This was most often mentioned in a way that defined "significant" in terms of the addition of new courses.) While the following list is possibly skewed by the faculty members we happened to interview on each campus, it is also instructive because of the continued dominance of the three disciplines in which women's studies began:

gram, for example—invisible in the catalogue—is being moved for at least the third time to a one-room outpost on campus. Programs at the University of South Florida, the University of Hawaii, and the University of Washington, on the other hand—all of which enjoy relatively extensive catalogue space—have more centrally located and spacious office facilities and in some instances, space for study and "drop-in" conversational use.

Sociology:	Kansas, Massachusetts/Amherst, Northeastern Illinois, Pennsylvania, Portland, Washington
English:	Brooklyn, Kansas, Massachusetts/Amherst, New Mexico, Portland, Washington, San Francisco
History:	Minnesota, New Mexico, Northeastern Illinois, Pennsylvania, Sarah Lawrence
Speech:	San Francisco State
American Studies:	Minnesota, New Mexico
School of Education:	New Mexico (Educational Foundations), Tennessee (Educational Psychology)

Many of the departments listed above include at least one, and generally two to thirteen female faculty members, at least one of whom is tenured. In three of the English departments, there are enough women's studies courses for a special concentration in the area. Similarly, in several sociology departments, as well as in educational psychology at Tennessee, there are enough courses and faculty to provide a concentration at both the graduate and undergraduate levels. The significance of this pattern is suggested clearly by one department head who noted that in general, "the male faculty will change only when some of their colleagues are not men . . . only under duress."

3. **The development of a number of women's study faculty members who are functioning as change agents in other departments.** A number of the female faculty interviewed, who had been teaching women's studies for four or five (or more) years, saw themselves as entering their own "phase two" —they are ready for or they have already begun a process of revising the standard curriculum from the perspective of women's studies. Such work, still in early stages, has not generally been disseminated even within women's studies networks.

Four Questions

Most people interviewed inside and outside the fifteen programs assumed that there was a positive relationship between the presence of the program and the impulse, at least among some of the departments in arts and sciences, to add new courses to their curriculum. Only one department chair suggested that the very presence of the women's studies program "diminishes the urgency" by letting the departments,

in effect, assume that women's studies will "take care of such issues as women." While a review of the catalogues of institutions where no women's studies programs exist establishes the catalytic function of such programs, certain questions about impact remain to be answered. And probably the sample of programs visited was both too small and too varied to test conclusively several possible hypotheses.

Is there an inverse relationship between the early establishment of a women's studies program—with women's studies course numbers of its own—and the proliferation of women's studies courses in departments? An affirmative response is suggested at San Francisco State, where the largest number of new courses has been added to the catalogue but where the program itself makes no appearance. The experiences of the Universities of Hawaii and South Florida also suggest the affirmative response indicated at San Francisco State, but at the Universities of Minnesota and Washington, as well as at Portland State, experience suggests a negative one. Probably it is impossible, except by examining all the factors bearing on the internal processes of a particular institution, to generalize about a single factor's responsibility for the addition of new courses to a catalogue.

Still another hypothesis that needs further testing is this one: **Is there a relationship between the growth of the major in women's studies (meaning both the numbers of students who are majors and the complexity of the curriculum arranged for them) and the impact of women's studies on that particular campus?** Again, several of the programs, among them Brooklyn's, Portland's and San Francisco's, would bear out that hypothesis. In other cases, the results might be more equivocal.

Another, and extremely complex, question of institutional impact is **whether women's studies is successful in changing courses that already exist, particularly those required of all students or of all majors in particular departments.** Most department chairs interviewed could name the courses added to their department's curriculum but knew little (at most a few anecdotes) about other kinds of change. At least two English department chairs responded to a question about adding women writers to the (required) survey courses by quipping that "When the Norton anthology changes, we'll change the courses." With very few exceptions, it was women's studies faculty who were responsible for changing other courses in their academic departments, with or without the knowledge of their colleagues. On occasion, such knowledge brought with it some resentment, and, in the case of younger faculty members, certain dangers regarding reappointment or tenure.

And one final question was pursued through interviews: **Could a changed curriculum occur without the mediating effect of women's studies?** To put the problem in other language: Is it possible for a faculty member to move from teaching a male-centered curriculum to teaching a nonsexist curriculum without the catalytic experience of teaching a women's studies course? We interviewed no faculty directly who had managed that, but did hear some anecdotes that illustrate—in what is admittedly not a conclusive way—the fashion in which non-women's studies faculty have begun to experiment with the new curriculum. A graduate student in English at one university and the chairman of an English department at another described what happened when two male faculty members were drafted, in the first instance, or volunteered, in the second, to teach courses on women writers:

> "My advisor, who taught a course last year on Willa Cather and Edith Wharton, told me that at the beginning he thought, 'Give me Hawthorne any day.' But it really excited him to do that course. He said privately that the course had been a good experience because of the calibre of students and their interest. He said that he realized he was learning from their perceptions. He would not be the same person."

> "One of the male associate professors last year taught a course in contemporary women poets. Three years ago he would not have thought of that. His reading list now includes a significant number of women poets."

On Schools of Education and the In-service Education of Teachers

Our interviews suggested that, within the faculties and administrations of schools of education, there is some—but limited—support for and activity in women's studies.[18] Thus, in seven of the fifteen institutions visited (Tennessee, Bennett, South Florida, Northeastern Illinois, Hawaii, New Mexico, and Massachusetts), there was strong support for women's studies from at least one tenured member of the faculty in the school of education. On three of the campuses (New Mexico, Massachusetts, and Tennessee), there was also a strong core of graduate students in education at least in part responsible for the organization, teaching and often the governance structure of the early or present women's studies program. And on all of those campuses (and on several others as well) there has been at least a single women's studies course offered in the school of education, typically "Sexism in Education," occasionally "The History of Women's Education."

18 Any discussion of the impact of women's studies on schools of education must begin by noting that consciousness about the deficiencies of the curriculum has historically come from off campus—from parents and community organizers, looking first at the public school curriculum.

Despite these signs, however, most faculty and administrators in education were noncommittal, in general, about the impact of women's studies on their areas of the university. Required courses, we were told, filled students' time and allowed for little flexibility.

This review did, however, find a high level of activity at schools of education—initiated not by the schools themselves but by women's studies faculty, who aim quite consciously at affecting the population of elementary and secondary teachers off campus. For example:

- **In-service training workshops**
  A number of women's studies programs, including the ones at Pennsylvania and South Florida, have held conference or institutes for teachers aimed at supplying them with ideas and resources for changing their curriculum. This is a national pattern.

- **Summer programs**
  An ambitious three-week summer program for teachers was inaugurated in 1976 by the Sarah Lawrence women's studies program, during which 45 high school teachers lived on campus for three full weeks. Follow-up reviews of the impact of that program on their teaching and future plans for study have indicated results significant enough to allow plans to go forward for two more years of similar efforts at four different campuses—Stanford, Duke, Minnesota, and Rutgers. (The program at Sarah Lawrence was funded by the National Endowment for the Humanities, through a grant to the American Historical Association.) And at Northeastern Illinois University, there will be a summer in-service institute for teachers in 1977.

- **In-service courses during the academic year**
  Encouraged by the success of the summer institute, the women's studies program at Sarah Lawrence offered, in the fall of 1976, two in-service courses for high school teachers on the integration of women's history into the high school curriculum. They were taught by two graduates of the M.A. program in women's history in school districts in Scarsdale, New York and Ridgewood, New Jersey.

CHAPTER 7
Key Issues for the Future

All persons interviewed within programs and most outside them considered budget and staffing the key problems in women's studies. With respect to graduate programs, tight or nonexistent budgets also prevent women's studies from offering scholarships or teaching assistantships, again a possible source of staffing for courses. Needless to say, budgetary considerations separate large from small institutions, with respect to their capacity to support women's studies at all, and may be in part responsible for the development of mature women's studies programs on large rather than on small campuses.

Five Tendencies

While this review has not developed "paradigms" or "national models" of women's studies programs, it is possible to summarize five tendencies or strategies in staffing and budgeting patterns among the fifteen programs under review, and to look at them as representative of others in the country.

1) The most economical tendency: using the faculty at hand

All programs on college or university campuses began essentially in the same manner: with the course-offerings of a few faculty who happened to be on campus at that time. This meant that the incipient women's studies "program" itself did not have any budget to cover teaching. As one might expect, the continuity of such highly economical programs was totally dependent on the continuity of the faculty in them. Thus, firing even four women on a particular campus might preclude, cut short, or delay indefinitely the development of a program there.

Only on some relatively large campuses have programs been able to organize and operate, over time, wholly on this basis: Kansas and Tennessee, for example, have been able to design a major and a minor, respectively, and at Kansas, faculty in as many as twenty-five different departments offer at least one course per year, and in some cases, one per term. And an older and larger program, at the University of Massachusetts/Amherst, has thus far included no teaching dollars in its relatively minimal budget. As the program's administrator maintains, "The real carrot is the enrollment." The program draws faculty not only from the University, but also from the faculties of the other four colleges of the Five College Consortium in the area.

At Northeastern Illinois University, however (an institution one-half to one-third the size of Kansas, Massachusetts and Tennessee), the program has needed the added curricular flexibility brought by support from the Program for Interdisciplinary Education (PIE). PIE covers the cost of

new courses, either by paying for University faculty to develop them or by hiring from the pool in the Chicago area.

2) Expanding the economical tendency: institutional funding

For more than five years, Portland State University's and San Francisco State University's women's studies programs operated entirely in the manner described above. Adjuncts needed to flesh out offerings were hired by departments on their budgets, possibly after some formal or informal discussion with women's studies representatives. Brooklyn College's program functions in that manner today. Now Portland and San Francisco have budgets for autonomous hiring, as an effort intended not to diminish the involvement of departments, but to offer a core curriculum to majors and to develop experimental courses which increase the academic scope of the programs.

3) Expanding the economical tendency: outside funding

Both Bennett and Sarah Lawrence had faculty members able to serve as the core faculty for women's studies. But both institutions acquired outside funding from government or foundation sources, to enable them to offer enough courses, or to retool enough faculty, for real programs.

4) Starting differently: hiring a core faculty

This is the rarest tendency and it describes chiefly the programs at the University of Hawaii and the University of South Florida, both of which, of course, also offered courses before they had a program. But when they moved to organize a program, it was with the decision that they would have a small core of faculty, organized department-like, though not a department. Two of the four faculty at South Florida are untenured. All of the five faculty on half-time appointments at Hawaii are currently untenured, and only one of these is on a tenure-track.

5) Starting differently: supplementing the core faculty

Pennsylvania, New Mexico, Minnesota and Washington all began with some core faculty, but also with some additional budgetary flexibility. From the beginning, these funds have been used to "seed" the programs, by hiring temporary faculty or graduate students, since program administrators were aware that there were not enough qualified faculty within the university departments to staff the programs.

With respect to actual budget dollars, the tendencies are not, beyond the first instance, significantly different from each other:

Tendency	Budget Dollars
1	$4,650, $9,000, $30,000, $30,000
2	$27,696, $32,000, $64,900
3	$53,333, $62,000
4	$55,837, $65,000
5	$38,600, $50,000, $58,700, $73,000[19]

19 See note 10 in the notes to Appendix A.

Not only are the differences among the costs of the various tendencies slight, (especially between one and two, and among three, four, and five), but overall, if one considers the size of academic budgets in general, these can only be described as modest. The annual budget figure of all fifteen programs added together comes to $654,770, hardly enough to support a faculty of 50 in an academic department. Indeed, calculated proportionately in relation to their host institutions, the budgets would, in all cases, be invisible.

On the other hand, administrators at most institutions visited described recent retrenchment activities and pointed to the fact that women's studies had either maintained its budget or had grown slightly in the last few years. Most administrators also offered the view that, while their institutions would continue in a "steady state" economy, it was possible for women's studies to see a slight increase in budget. At one institution, an administrator especially friendly to the women's studies program he supervised said that he thought "they had done a very good job in a most appalling budget climate." "In the long run," he continued, "the program will be a prime candidate for resources—not this year or next, but eventually." At another university, a letter from the President, dated August 30, 1976, acknowledges "the increasing interest of students and faculty . . . as well as the academic community nationally in this developing interdisciplinary field of study and research." The President concludes by announcing that his request for additional university funds in a subsequent budget will "enable us to allocate additional positions and support to the further development of women's studies," in his words, "a high priority" of his administration.

Staffing

No one we interviewed, however, was sanguine about the possibility that funding problems would be solved either soon or adequately in higher education. Even if they were, the problems of staffing would remain. For the staffing questions for women's studies have to do not only with monetary considerations, but also with the relatively slim proportion of women on most university campuses, with the virtual stasis of most faculties everywhere, and with the need of women's studies programs for scholars qualified by their first-hand acquaintance with new research. As if those problems were not sufficient, there are others centered on traditional faculty's suspicion regarding interdisciplinary research and teaching in general, and feminist research and teaching in particular. Finally, even where institutions have hired women's studies faculty in regular line appointments, they are typically junior in status and thus vulnerable to their departmental colleagues' criticism of their priorities.

As if to solve all of these problems, a sizeable number of programs have turned to one or both of two approaches:

part-time hiring, and reliance on junior faculty on tenure-track appointments who have formal or informal commitments to teaching women's studies.

Part-time hiring, for as many as half the course offerings, is common. In an annual report on the women's studies program at the University of Pennsylvania, Elsa Greene sums up the problem responsible for the fact that more than half of the women's studies faculty at Penn in 1973-74 were part-time, temporary hires:

> Penn does not presently employ a sufficient number of experts on women who—consistent with their other commitments—could be available on a regular basis to teach courses for the Women's Studies Program.

"For the immediate intellectual content of the Program," she continues, "the shortage of regular faculty poses no difficulty," since there are Ph.D.'s in the Philadelphia area "experienced in private business and the practice of law as well as in traditional academic pursuits." Moreover, she adds, in some cases, graduate students—"young scholars presently engaged in research on women"—may be an additionally useful source of faculty, since they are "frequently better prepared than their senior colleagues to design a serious course dealing with women in their fields." But she does acknowledge administrative and financial problems preventing this "solution."

In addition to Elsa Greene's logic, there is the additional fact that women's studies programs need a variety of scholars, even though they have not sufficient funds to pay for more than a bit of each. At Hawaii, the decision was made to hire five people on half-time appointments; at San Francisco, 17 people each semester for one course each. At Portland State, the program decided on principle that it was better to have only part-time faculty teaching on program funds, since that would assure their commitment to the feminist community on and off the campus, rather than to academe. The program wants excellent teacher/scholars, not "careerists."

Whatever the logic for the policy of hiring part-time, the costs—to the program and the individual—are the same. Programs spend an inordinate amount of time on hiring (usually course by course each quarter or term), since most programs make genuine and strategically-effective efforts to reach the various communities around them in their searches, and to conduct elaborate interviews. (And they do not count the hours spent in reading dossiers or in making hiring decisions.) There are other issues too: especially for those programs whose budgets may depend on last-minute funding decisions, it is difficult to maintain curricular sta-

bility—or even to advertise courses well in advance of the term—when hiring must occur at the last minute.[20]

As problematic as reliance on part-time hires for the future of women's studies is the second major staffing pattern: the hiring of junior faculty on tenure-track lines—with formal or informal commitments to teaching in women's studies. In the early seventies, formal joint appointments were the major strategy developed for staffing women's studies programs. But very few institutions have chosen, over time, an exclusive reliance on that approach. There are some specific successful examples—the University of Pittsburgh, for example, has granted tenure to at least one person with a joint appointment. In general, however, most faculty interviewed did not feel sanguine about the outcome even of informal joint appointments. One male department head, observing the process in his own department of such a joint appointment, said, "It must be a strain for people in women's studies to exist in two worlds and to have to convince people in their tenure-granting departments that their research is valuable." Most of the women's studies faculty we interviewed would agree with him, though many have accepted the fact that the "strain" is the necessary price one pays for feminism and social change.

Overall, junior faculty who have spent their early critical years on campus fully absorbed in women's studies teaching and/or administration, as well as in another disciplinary department, may find themselves without sufficient traditional academic publications to pass university-wide tenure committees, even with the assistance of sympathetic chairpersons and departmental colleagues. The scholarship essential to the development of women's studies courses and programs is not understood as scholarship at all, but rather as service to the campus or community. Even where there are publications of exceptional significance to women's studies—including the collection of necessary primary bibliography, for example—again such work is not valued, not wholly out of malice, but, according to sympathetic department heads and university administrators, out of ignorance.

It is not that some university administrations are unaware of the problems here. An official report from the Office of

20 Another important consideration here is the impact of such hiring practices on the faculty members involved. For the individual faculty member, usually with a doctorate and without a job, teaching women's studies even part-time is better than nothing. In interviews, such faculty tended to be reasonably stoic. There was less hand-wringing and almost none of the bitterness that on occasion we heard from women's studies faculty with full-time appointments in other departments who felt unappreciated by their disciplinary colleagues. A number of such part-time faculty, who could possibly find teaching jobs in other parts of the country, were reluctant to leave the women's studies community of scholars they found energizing for their teaching and scholarship.

Special Programs at the University of Washington, issued in May 1976, described the campus attitudes with regard to this matter:

> Faculty and students interested in research on women's experience are aware that such research is not fully accepted by the academic community as having substantive value. The Women Studies Program is attempting to foster recognition that this is a legitimate area for serious scholarly examination, particularly in connection with criteria for promotion and tenure.

In this climate, junior faculty coming up for tenure review are justifiably tense. Years before tenure review, one young scholar said that, while teaching women's studies had "allowed me to integrate my skills and my feelings," it had had "mostly a negative impact on my professional life, since I am regarded by colleagues as mainly in women's studies." Her friends have suggested that she teach only regular courses henceforth.

Thus far at least, no strategies have been developed either by programs or college administrators to deal with the questions raised here.[21]

Budget

How women's studies is to be financed in the future is the single most important of those questions. Its answer will control both the movement of newer programs into phase

21 We have found only one document that suggests that a university has begun to develop some policy in the area of joint appointments. The following note is appended to a recent planning and budgeting document called "Increasing the Effectiveness of All Interdisciplinary Units."

> New and developing units such as these have relied almost entirely on joint appointments for their staffs. In this way, they have encouraged the cross-disciplinary ties that are considered such an important part of their programs. The hiring of new faculty would continue in the form of joint appointments wherever possible. The increased resources to be given to these interdisciplinary programs will permit them to more adequately recruit instructors from other schools and colleges to expand the number and variety of their offerings. Only in this way can these programs have sufficient resource bases to develop to their optimal size, efficiency and effectiveness. At the same time that these programs are adding faculty members, *controls on tenure and promotion will ensure that flexibility is maintained and that popular interdisciplinary areas do not become overstaffed in the face of swiftly-changing student interests and rapidly expanding knowledge.* (Italics added.)

Meant to apply not only to ethnic studies and women's studies, but also to such programs as environmental studies, the document does not raise much hope for equitable, let alone normative, solutions to the problem. In fact, the policy suggested would institutionalize formally the current uni-directional control that traditional disciplinary departments have over joint appointments with interdisciplinary programs. The tenure-controlling department would continue to exercise the authority to decide when "popular interdisciplinary areas" are "overstaffed" or when "student interests" have changed and "knowledge" sufficiently expanded.

two and the movement of older programs into phase three. On the one hand, institutions are not supporting women's studies proportionately to the numbers of students generated by its courses—that is, according to what is commonly referred to as "FTE's." On the other hand, through the arrangement of giving FTE's to the departments, women's studies has burrowed its way into the mainstream curriculum.

In one sense, then, the mature women's studies program is a department without recognition and without faculty of its own. It uses whatever it can from other units within the university, a practice that sharply limits its ability to plan for phase three—the ongoing program with tenured staff and permanent curriculum—and thus to resolve the staffing questions also articulated in this chapter. And while these problems also apply to other interdisciplinary programs, there is a difference. For more than any of them, women's studies has as its purpose to "mainstream" its offerings. Thus, paradoxically, extending its FTE's to departments may ultimately prove the greatest strength of women's studies. In the meantime—and that may mean twenty years or more—how are women's studies programs to be paid for? And by whom?

This fiscal problem of women's studies and other interdisciplinary programs suggests that one of the primary constraints on improvement in interdisciplinary education is the fiscal structure and budgeting process of both universities and state governments. So long as higher education budgets are department-controlled on the basis of student enrollments (FTE's), there are few ready solutions.[22]

But who is to pay for the costs involved in such solutions, even when they are developed? Some of the costs ought to be borne by the university, at least insofar as FTE's and faculty replacements allow. But as suggested in the final chapter, some of the cost ought to be borne by Federal agencies and private foundations. This has happened before, in the case of other national educational emergencies—in the fifties with Sputnik, for example, and in the sixties with civil rights. Today the issue of women's educational equality is a national educational emergency which should be treated with similar respect and fiscal capability.

22 One possible option has been currently adopted by women's studies at the University of Washington. Students who take jointly-sponsored courses may enroll as women's studies students or as psychology, anthropology, sociology, etc., students. The computer separates the students in each case and women's studies can therefore "share" in the competition for FTE's.

CHAPTER 8
Recommendations

On the basis of this review, it is recommended that the National Advisory Council on Women's Educational Programs exert its efforts to stimulate a wide range of Federal agencies to consider support for the following activities and projects. Such agencies include the National Institute of Education, National Science Foundation, Fund for the Improvement of Post-Secondary Education, National Institutes of Health, National Institute of Mental Health, National Endowment for the Arts, National Endowment for the Humanities, Office of Health Resources, and Office of Education.

I. There is an extensive need for further study.

This first Federally-funded study of women's studies curriculum and programs, which was deliberately limited in scope and duration, can only be a beginning. There is a need to look at distinctive types of institutions offering women's studies, and at distinctive populations of students involved in the programs, and even more searchingly at the impact issues which were a part of this study. The suggestions which follow are examples of the possibilities in this area.

a. **A study of women's studies in community colleges.** This is a new and burgeoning area. Wherever we went, we were asked to meet also with groups of interested faculty from community colleges who wanted to know what advice we had to offer them, what information, etc. We could say only that we would be recommending that a study relevant to their needs be charted.

b. **A study of another "slice" of women's studies programs.** For the most part, the fifteen programs chosen for review in this first study are relatively well-to-do women's studies programs, if measured against other programs in less prestigious institutions. A study, in detail, of another quite different group of institutions would reveal still other layers of problems and issues.

c. **A follow-up study of the fifteen programs reviewed here.** Two formats are possible: either an actual second set of visits, or a conference that would bring a selection of leaders (students, faculty, administrators in and out of the programs) together for an update of their status and growth. The ideal time for this follow up would be in 18 to 24 months, since many of the programs will be reviewed internally within the next one to three years.

d. **A study of re-entry women involved in women's studies.** The presence of a distinctive population of "re-entry" women among women's studies administrators, faculty, and students suggests that a study of these groups might be helpful in planning to serve that population (especially of students) in their quest for vocational goals and directions, as well as employment opportunities.

e. **A study of the involvement of minority women in women's studies.** The presence or absence of minority women in women's studies programs is clearly of importance to the development of equity for women in higher education. A study of the conditions under which minority women and white women work together, and the results of such cooperative ventures, would be helpful.

f. **A study of the relationship between women's studies and vocational choices and career development.** This may prove a significant area for investigation, especially as programs attempt to organize relevant educational "streams" or "concentrations" for undergraduate and graduate study.

g. **Studies of women's studies graduates.** Tracking graduates of women's studies programs who enter fields dominated by traditionally-trained graduates may tell us something about the particular competencies offered to women's studies majors. For example, does women's studies equip students to be better human service professionals than do degrees in traditional disciplines or in public administration? Is there something in the style of teaching, the interaction of learner and faculty member, and the content of women's studies programs that leads women's studies majors to acquire competencies that would not be developed in more traditional liberal arts majors?

h. **Other studies of the effectiveness of women's studies teaching.** This is important not only with regard to the high level of motivation and the quality of students' projects and research in particular kinds of courses, but also with regard to the overall personal and cognitive development of women's studies majors. Studies of women's studies graduates compared with other women graduates of the same institution—perhaps in the mode of David McClelland's work at Harvard and Boston State College—might consider the "value-added" of a women's studies degree.

i. **Studies of the impact on the institution and community of women's studies courses and programs.** This might be done for a single traditional discipline across a number of institutions, with and without women's studies programs. Such studies should use interviews with students and faculty, and analyses of course syllabi.

j. **Women's studies as a catalyst for faculty development.** Private foundations continue to fund faculty development, though relatively little money goes to women's studies directly. Indeed, women's studies has only recently been perceived as contributing legitimately to the essential retooling of faculty. A study of women's studies programs, from the point of view of those familiar with various strategies for faculty development, might suggest ways in which women's studies programs can function as resources for those planning faculty development programs.

II. There is a need to develop new materials.

Since women's studies is a relatively new and emerging area of academic inquiry, curricular materials, and in some areas, actual books and other reading materials for students are still not available. The problem is especially acute in the areas of minority women's history, culture, and present condition of life. It is also true that even where some materials exist—as in relation to Black women, for example—they are "segregated," as texts, from materials on white women. Hence, in addition to special or separate anthologies on Asian or Chicana women, for example, students and teachers need plural texts or comparative, multiethnic ones.

One means for developing some of these materials, and paying for them, might be the establishment of a "Revolving Fund Cooperative for Curricular Improvement." This could be funded by both private foundations and public agencies, and administered by a responsible group of feminist scholars who would develop such nonsexist texts. The Revolving Fund could be repaid as books and curriculum materials were sold. Some of the most acute needs for materials are listed below.

Hispanic Women. Teachers of Chicano women's studies courses have reported that they need various kinds of texts, particularly literary readers, both contemporary and historical, and anthologies offering historical and sociological information about Mexican-American women. The need is especially critical because there is less material relevant to Chicanas than to any other minority group (with the possible exception of Puerto Rican women).

Black Women. Several new literary anthologies have been published recently which focus on the writings of Black women; indeed, Black women represent a new and significant force on the literary scene. But there is very little available on the history or biography of Black women, and there are no social science anthologies on Black women which contain the important research published in the last half dozen years.

Native American Women. This area represents the least developed, and the most complex one to develop, since many distinctive cultures are involved, and since there are large numbers of books available about male Native-Americans. (For both reasons, publishers are less likely to be interested in such projects.) There are virtually no materials available from which to teach about women, and work needs to be done in literature, the social sciences, history, and other areas.

Asian-American Women. Here there are a few separate studies of Chinese women and of Japanese women, but nothing about the Chinese-American or Japanese-American, not to mention Filipino-American, and Korean-American women. The area is complex, since the term Asian-American covers a variety of cultures, and the lives and histories of women in each area are not easily lumped together.

Appalachian Women. In their own right, rural Appalachian women need materials for study of their lives and histories, but they also suggest a number of diverse groups of rural, ethnic, or poor women not represented in the traditional urban, middle-class materials used in women's studies courses.

Multiethnic/Multiracial Texts. Perhaps it is sensible to develop the separate texts first, if one is interested in assisting minority women to meet their curricular needs. At the same time, there is another need—to educate the mass of white women about the varieties of lives, histories, and cultures of minority women. Hence, pluralist texts also need to be developed.

III. There is a need for a communications network.

As an educational equity strategy, women's studies needs the assistance of a variety of supportive informational devices and institutions. In addition, the educational establishment needs to be able to locate women's studies resources, and finally, the ordinary parent, student or teacher needs to be able to locate courses and programs, as well as other resources.

Recommended elements of such a network include:

a. **An official directory for women's studies courses, programs, and teachers.** In 1974, and with the partial help of the Ford Foundation, The Feminist Press published *Who's Who and Where in Women's Studies,* listing approximately 5000 courses taught in 1000 colleges and universities by 2300 teachers. By now there are some 8500 teachers on a mailing list kept by The Feminist Press' Clearinghouse on Women's Studies, but there has been no update on the volume. The Office of Education should sponsor such a directory as one of its official publications.

b. **The addition of the category "women's studies" to the kinds of degree information gathered by the Office of Education.** The category should be added as well to existing materials collected and reported on by other Federal offices.

c. **A dissemination system and network,** funded for the purpose of serving the wide community of teachers, students, scholars, etc. This should be organized so as to make curriculum (syllabi, bibliographies, and other resources) quickly available. Such a system should be able, for example, to produce (in photocopy or microfiche form) a dozen syllabi on "Women in the Middle Ages" or "La Mujer Chicana," as well as to reproduce them and mail them out on demand. The current network/dissemination project now being planned with funds from the Women's Educational Equity Act should fulfill this need.

d. **An associated dissemination network.** This should make available, in monograph form, descriptions of women's studies programs, including the documents submitted for official recognition and accreditation.

IV. There is a need for programmatic support.

In some ways, this is the most critical area and yet the one most difficult to define specifically. Programs need direct assistance for a number of reasons, not the least of which is the narrowing of college budgets. Funding is justified on at least three counts. First, and perhaps most obvious, the area of women's studies is a burgeoning area of research that feeds directly into curriculum development. Hence, faculty need support for both kinds of work. Second, programmatic support of women's studies is a significant strategy for in-service, post-secondary retraining of teachers not only in the public schools, but also on higher education campuses. Third, the student body in women's studies represents a

significant portion of the future population of colleges: "lifelong learning" may profit from the support of women's studies programs, especially those consciously designed for older or nontraditional students.

Four approaches are recommended:

a. **Small, matching grants of $25,000 to institutions wishing to move from offering courses in women's studies to more formal programs with budgets, administrators, and a defined curriculum.** The matching component assures some measure of commitment from the host institution. And while $50,000 is not a huge budget, it seems to be a minimally-useful amount for beginning such a level of activity. It is perfectly clear from this study that a sum of money as small as that, combined with the drive and high motivation of a women's studies committee, can make an enormous difference on a single campus.

b. **Grants of $25,000 to mature women's studies programs,** which need some temporary assistance in order to gain leverage essential for instituting joint appointments with key departments in a time of fiscal restraint. Institutions would have to signify their commitment by sharing the cost of the faculty members during the period of the grant and by pledging good faith afterwards.

c. **Small grants—$25,000 to $50,000—for the purpose of assisting small colleges, particularly in consortia.** Support would be for organizing and supporting women's studies programs in their areas. These grants could be made through a mature women's studies program able and willing to take on the responsibility, though the funds should be shared with the smaller institutions.

d. **Women's Studies Institutes.** On seven strategically selected campuses, institutes should be established which would use and build from the resources of the women's studies program and the institutions that house them. Such institutes would be conceived as tripartite: research-oriented, curriculum-focused, and providing practical experience for teachers both in teaching women's studies and in transforming the "mainstream" curriculum. Each institute would be a regional and national center for elementary and secondary teachers wanting retooling, and/or for community college faculty and other college and university faculty in need of similar resources and experience. Each institute would develop a specialization that would serve

its regional needs and at least one strong national need as well. Examples of possibilities follow:

i. Research and curriculum development for a particular specialty (undergraduate and graduate) in women's studies. For example, a program in "Women and Public Policy" might be developed at a campus near enough to Washington D.C. to make use of its resources and serve both a regional and national constituency interested in that area. Or a program interested in women's health studies and located on a campus which also houses a medical school and a school of public health, as well as a nursing school, might serve a region and a national interest group.

ii. Research and curriculum development for secondary school or elementary school teachers. Such teachers might wish to alter their teaching styles, write materials, etc., and they would most likely be interested in earning M.A. degrees or Ph.D. degrees in curriculum development. This might be possible on a campus that houses a women's studies program interested in public education and a school of education interested in women's studies.

iii. Research and curriculum development leading to the retooling of faculty in a particular discipline (e.g., history or sociology) during summers or sabbatical years.

iv. Research and curriculum development leading to the training of faculty in interdisciplinary teaching, using multiracial and multiethnic materials. Such an institute would be located on a campus rich in diversity of students and faculty, in a community equally rich, with the cooperation not only of a strong women's studies program, but of other ethnic studies groups, and with a high degree of sophistication and success in interdisciplinary work.

v. Research and curriculum development leading to the design of programs for lifelong learning. Such an institute needs the contribution of both a strong continuing education program and a women's studies program on a campus that attracts older students and is committed to diversified education for students in all age groups.

Appendix A
Informational Profiles of the Fifteen Programs

	Campus Size	Relevant Undergrad. Enroll.	W.S. Enroll. 1975-76
Bennett	600	600	106
Brooklyn	30,000	20,000	1,800#
Hawaii	21,356	15,370	641#
Kansas	22,000	15,000	841#
Mass.	25,000	20,000	3,400#
Minn.	35,093	15,288	2,857*
N. Mex.	21,000	13,000	600#
N. Ill.	10,000	7,500	700*
Penn.	17,000	7,000	596#
Port.	15,550	11,200	1,200*
San Fran.	22,500	16,592	2,005#
Sarah L.	800	800	209#
S. Fla.	23,000	16,800	2,494*
Tenn.	35,000	20,000	440*
Wash.	33,500	16,687	2,521*

Two semesters; no summer session except for Sarah Lawrence and New Mexico.

* Three quarters, and a summer session for all but Tennessee.

] For this and subsequent numbered notes, see pg 80.

No. of W.S. Course Nos. in Cat. 1975-76	No. W.S. Courses or Secs. 1975-76	No. of Depts. Involved 1975-76	No. of Faculty 1975-76	No. of Majors 1975-76	Status of Program
none	9#	6	8	none	Grant 1975-80
none	76[1]	10	45	24	Stable
19	32	7	15	12	Review, Dec. '77
none	35	11	17	15	Stable
8	64	20	70	47[2]	Review in prog.
23	89	20	63	59	Review, '77-78
none	30	11	27	none	Stable
none	28	12	25	23[3]	Stable
none[4]	26	11	28	6	Stable
3	65	10	23	30	Stable[5]
none[6]	68	22	47	none[7]	Stable[8] (review, '79-80)
7	22	3	10	12[9]	Stable[9]
17	30	6	10	15	Stable
3	18	8	12	not avail.	Stable
10	61	16	39	50	Stable

	Program Administrator's Position	Program Administrator's Credential	Percent Time for Administration
Bennett	Tenured faculty	Ph.D.	spare time
Brooklyn	3 co-admins., tenured or tenure-track	Ph.D.	1/3 each
Hawaii	Part-time, non-tenure-track plus part-time faculty appt.	M.A.	1/2
Kansas	Tenure-track faculty	Ph.D.	1/4
Mass.	Non-tenure track	Ph.D.	full
Minn.	Non-tenure track, 3 yr. appt.	Ph.D.	full
N. Mex.	Non-tenure track	Ph.D.	full
N. Ill	Non-tenure track	Ph.D.	full
Penn.	Non-tenure track	Ph.D.	full
Port.	Part-time, non-tenure track, plus part-time faculty appt.	M.A.	1/3
San Fran.	Part-time, non-tenure track, plus part-time faculty appt.	Ph.D.	1/4
Sarah L.	Co-administrators:		
	tenured faculty	Ph.D.	1/2
	non-tenure track	M.A.	1/2
S. Fla.	Tenured faculty	Ph.D.	1/3
Tenn.	Tenured faculty	Ph.D.	1/2
Wash.	Tenure-track faculty	Ph.D.	1/2

Footnotes to charts

1. Twenty courses, seventy-six sections.
2. Includes 27 Certificate students (minors); 20 majors.
3. Includes 6 undergraduate majors; 3 majors in University-Without-Walls; 14 M.A. candidates in Interdisciplinary Social Science with a concentration in women's studies.
4. As of 1977, there will be at least a dozen.
5. As of 1977, there will be at least 31.
6. M.A. candidates.
7. Approved by the Oregon Board of Higher Education.
8. Approved by California's Chancellor's Office and California Postsecondary Education Commission.

No. of courses/year Administrator Teaches	Budget 1975-76	Date Program Began	Date Major, etc. Began	Date Budget Began	Type of Program	Location of Program
6	$62,000	1974-75	1975-76	1975-76	Electives	—
6 each	32,000	1971-72	1974-75	1974-75	Dual Major	Coll. Humanities & Coll. Soc. Sci.
3	55,837	1971-72	1973-74	1974-75	B.A. in Liberal Studies	Coll. Arts & Sciences
3	4,650	1972-73	1977-78	1973-74	Autonomous B.A.	Coll. Liberal Arts & Sciences
2	30,000	1970-71	1974-75	1974-75	Certificate & individualized B.A.	Provost's Office-
3	50,000	1972-73	1974-75	1973-74	Autonomous B.A.	Coll. Liberal Arts
2	38,600	1972-73	1974-75	1973-74	B.A. in University Studies	Provost's Office
1[9]	30,000	1971-72	1973-74	1973-74	Individualized B.A. & M.A. in Interdisc. Social Science	Center for Program Development
2	58,700	1971-72	1971-72	1973-74	Individualized B.A.	Faculty of Arts & Sciences
3	27,696	1971-72	1975-76	1975-76	Certificate (dual major)	Coll. Arts & Letters
4	64,900	1970-71	1976	1976	Autonomous B.A. & Interdisc. M.A. in Social Science	Provost's Office
3 2	53,333	1971-72	1972	1973	Electives & M.A. in Women's History	—
6	65,000	1972-73	1972-73	1972-73	B.A. in Interdisc. Social Science	Coll. Social & Behav. Sciences
3	9,000	1972-73	1975-76	1975-76	Minor	Coll. Lib. Arts & Sci.
4	73,000[10]	1970-71	1971-72	1971-72[11]	B.A. in General Studies	Coll. Arts & Sciences

9 Program's original three-year grant has ended.

10 Includes $13,000 for a separate summer session women studies budget, calculated on the basis of past enrollment figures.

11 Program was given a separate budget in fall 1974, and a significantly increased budget in fall 1975.

12 Since the B.A. program began in the fall of 1976, there were no formal majors until 1976-77, when there were 71. In 1976-77, the enrollment was 2690 in 99 courses, taught by 82 faculty, with 28 departments involved.

13 Beginning in fall 1977, the Administrator will teach 2 courses per year.

Appendix B
Curriculum of the Fifteen Programs

This appendix presents curriculum for the fifteen Women's Studies Programs which are represented in this review. The courses listed are those offered 1975-76 (except where noted), as this is the most recent academic year for which we could obtain complete information. Courses marked with an asterisk (*) are permanent women's studies courses in the school's catalogue, offered either under women's studies numbers, or under numbers of other departments or programs (or both). Most departments have "special topics" or "independent study" numbers which are used to offer special interest courses, usually different courses each year. Such courses are sometimes given by visiting, adjunct, or part-time faculty, hired for their areas of specialization. Where "special topics" numbers have been used consistently to offer women's studies courses, we have given examples of what recent offerings have been.

Bennett College

Interdisciplinary Program

*History 330	Women in American History
*Humanities 302	Symbolic Representation of Women in World Mythology
*Political Science 330	Women and Politics
*Psychology 442	Psychology of Women
*Social Science 311	Introduction to Women's Studies
*Social Science 333	Seminar on Women (offered on demand)

Mini-courses (one credit)

English 300-35	Contemporary Short Stories by and about Women
English 300-36	Black Women in Literature: Poetry and Prose
Political Science 300-34	Sex Roles and Public Policy
Religion 300-30	Liberation Theology from Women's Perspectives
Religion 300-37	Biblical Feminism
Social Science 300-32	Black Women and the Social Sciences
Student Personnel 300-33	Assertiveness Training for Women

Brooklyn College / City University of New York

School of Humanities and School of Social Science

Core Courses

*Humanities 10.7/ Social Science 10.7	Introduction to Women's Studies
*Humanities 83.1/ Social Science 83.1	Senior Thesis Course

Permanent Electives

*Anthropology 31	Women: Anthropological Perspectives
*Classics 54	Women in Antiquity
*English 50.4	Women and Literature
*History 27.8	Women in Modern Europe
*Home Economics & Consumer Studies 62	Women and their Roles: Changing Perspectives
*Home Economics & Consumer Studies 64/ Health Science 35	Human Sexuality
*Psychology 8	Psychological Study of Women
*Sociology 21.7	Male and Female in Society

Special Topics Courses

American Studies 84.1	Work and Women in America
Art 70	Special Topics: Three Greek Goddesses
English 59	Women and Comedy
English 11.1	Recent topics include: Women and Comedy Creative Writing from a Feminist Perspective Sex and Civilization Women and American Literature Seminar Image and Reality: The American Woman Today Goddess and Bitch: The Heroine in American Literature Sexual Conflict in Literature
Film Studies 88.1	Women in Film
History 43.9	History of Women in the U.S.
Philosophy 60.1	Philosophical Foundations of Feminism
*Political Science 77.6	Women in Comparative Political Perspective
Puerto Rican Studies 70.2	The Puerto Rican Woman
*Social Science 2	Women and Society
Sociology 60.1	Women and Work

University of Hawaii

Note: Double-starred courses have been developed since 1976.

College of Arts and Sciences

**WS (Women's Studies) 297	The Female Experience in History I
**WS 298	The Female Experience in History II
*WS 345	Literature by Women
*WS 350/Science 350	Sex Differences in the Life Cycle
*WS 351	Determinants of the Status of Women
*WS 360	Acculturation of Women in Hawaii
*WS 377/Science 377	Women and Genetics in Society
*WS 390	Women in Crime

**WS 397	Women in Culture and Society
*WS 398	Women and Aging
*WS 399	Directed Reading
*WS 400	Colloquium
*WS 434	Seminar in the Biology of Women
*WS 436/American Studies 436	Women and the Law
**WS 497	Women in Counseling and Therapy
**WS 498	History of Women and Work
American Studies 499	Readings in American Studies: Men/Women in American Literature
English 140	Uses of Language
English 150	Exposition and Study of the Past
English 257	Themes in Literature: recent offerings include Women in Love Men and Women Images of Women in Literature The Woman Question
College of Education	
*Educational Foundations 498	History of Women's Education in the U.S.
*Educational Foundations 583	Equalizing Opportunities of Women in Hawaii's Schools
College of Tropical Agriculture	
*Human Development 350	Male/Female Identity and Relationships
Law School	
*Law 272	Sex Discrimination

University of Kansas

College of Liberal Arts & Sciences	
*African Studies 348	The Black Family
*American Studies 402	Alternative Family Patterns in the U.S.
*American Studies 690	Dynamics of Family Life in American Fiction
*American Studies 692	American Family in Historical Perspective
*Biology 303	Human Reproductive Biology and Behavior
Classics 675	Special Topics in Classical Antiquity: Women in Classical Antiquity
*English 203	Composition and Literature: The Heroine Women in Literature
English 205	Proseminar: Fantasy in Fiction by Women
English 334	Major Authors: Virginia Woolf
English 498	Honors Proseminars: Women in the American Wilderness

	Male and Female in the American Novel
*English 572	Women and Literature
English 590/ History 698	Studies: Women, Sex, Reform, and Social Change in 19th Century America
English 660	British Poetry in the 20th Century: Myths of Women in Literature
English 870	Studies in American Literature: Masculine and Feminine in American Fiction
History 431	Studies: Women in China Women in Japan
*History 510	Topics in Historical Studies of Women and the Family
*History of Art 476	Women in Art
*Human Development & Family Life 546/ Anthropology 546	Women in Contemporary Culture
*Human Development & Family Life 552	Women in Other Cultures
*Liberal Arts & Sciences 292	Female Awareness
*Liberal Arts & Sciences 492	Intimate Communication Sex Role Awareness and Personal Growth
Oriental Languages & Literature 431	Studies: Traditional Women in Japanese Literature
*Oriental Languages & Literature 536	Women in Japanese Literature
*Psychology 388	Psychology of Women
*Psychology 502	Psychology of Human Sexual Behavior
*Religion 564	Women and Religion
*Sociology 289	Introduction to Family Sociology
*Sociology 386	The Sociology of Human Sexuality
*Sociology 612	Sociology of the Family
*Sociology 636	Women and Employment
*Speech & Drama 522	The Rhetoric of Women's Rights
*Speech & Drama 440	Interpersonal Communication between Women and Men
School of Education	
Curriculum & Instruction 598	Special Course of Study: Sexism in Education
Curriculum & Instruction 798	Advanced Topics: Sex Roles Stereotypes
School of Law	
Law 997	Women and the Law
*Law 986	Sex Discrimination
School of Social Work	
*Social Work 974	Issues Relating to Women as Clients and Workers

University of Massachusetts/ Amherst

Note: These are 1976-77 courses.

College of Arts & Sciences

Women's Studies 290	Issues in Women's Studies: Women and Society
Women's Studies 390	Advanced Integrative Seminar: Women and the Health Care System
	Feminist Research in Literary Studies
*Afro-American Studies 226	Double Jeopardy: Autobiographies of Black Women
Afro-American Studies 290	Caribbean Woman: Studies in Race, Sex, and Class
Asian Studies 243	Japanese Literary Tradition I
Comparative Literature 101	Autobiography: Literature of the Self
	Film and Literature: Masculine/ Feminine
Comparative Literature 204	Hero and the City
Comparative Literature 321	Dante, Chaucer, and Shakespeare
*English 141	Man and Woman in Literature
*English 287	Woman as Hero
English 382	Virginia Woolf
English 384	Recent offerings include: Edith Wharton; Emily Dickinson; Women in England and America in the 20th Century
English 391	Lost Fiction of American Women
French 144	Women in French Fiction
History 384	Comparative British and American Women's History: 1750-1914
	Comparative British and American Women's History: 1914-present
Philosophy 290	Philosophy of Woman
Rhetoric 100	Women's Rhetoric
Rhetoric 110	Language of Women
Spanish 344/644	Modern Hispanic Women Writers

College of Social and Behavioral Sciences

Economics 192	Women in the Economy
*Political Science 371	Feminist Politics
Psychology 290	Counseling and Women in Schools
	Psychology of Women
Psychology 391	Seminar: Psychology of Changing Sex Roles
Sociology 101	Race, Class and Sex
Sociology 242	Sociology of Parenthood
*Sociology 243	Sex and Society (cross-disciplinary)
Sociology 257	Sociology of the Family
*Sociology 273	Sociology of Sex Roles

Special Academic Programs

*Legal Studies 271	Sex Roles, Law, and Society
Legal Studies 290	Women and the Law

Other Courses Available
(through Continuing Education, University Without Walls, Southwest Women's Center, Orchard Hill, etc.)

Religion	Sexism in World Religions
Sports Studies	Special Problems in Women and Sport (independent study)
Continuing Education	Introduction to Women's Studies
	The English Woman: 1815-1914
	Women and the Family in History: A Demographic Approach
Orchard Hill	Women and Society
	Our Bodies, Ourselves
	Rhetoric: Women in Writing

Five College Consortium
In addition to the courses listed above, students may take courses at the other four colleges in the area which, along with the University of Massachusetts, comprise the Five College consortium. Listed below is a *sample* of the offerings for 1976-77. Double-starred courses offered at Hampshire College are taught by a faculty member holding a Five College position in Women's Studies/Medical Ethics.

Amherst College	Images of the Black Woman in Black Literature
Hampshire College	Women's Studies: Analysis of Bio-Medical Issues**
	Feminist Philosophy and its Relationship to Health and Healing Issues**
	Male and Female Reproductive Functions
	Economic Perspectives of Women
	The Outsiders: Feminists and Pacifists
	Theories of Women's Liberation
	Some Aspects of Mother in Russian Literature
	The Myth of Women in Russian Culture
Mount Holyoke College	Socialization
	Social Roles of Women
	The Woman in History
	19th Century American Family
	Women in the Welfare State
	Personality
Smith College	Women and the Development of Capitalism
	Education of Women
	Social and Intellectual Context of Feminist Ideologies in 19th and 20th Century America

	History of Women: Women and the Family in Western Europe (1760-1960)
	Psychology of Sex Roles
	Family and Society
	Role of Women in Theater
	Marguerite Duras: Playwright and Screen Writer

University of Minnesota

Note: 3000 numbers represent intermediate level courses, 5000 numbers, advanced courses.

College of Liberal Arts

*Women's Studies (WoSt) 1005 or 1006	Introduction to Women's Studies
*WoSt 1977	Psychological Environment of Women
*WoSt 3011-02	Women: Biology and Behavior (2 course sequence)
*WoSt 3103	Modern Feminist Novel
*WoSt 3301/5301	Women: Biology and Behavior (2 course sequence)
*WoSt 3302 or 3303	Comparative Study of Women
*WoSt 3501	Women and Literature
*WoSt 3502	Women and the Arts
*WoSt 3631	Women in the Old Testament
*WoSt 3900	Senior Seminar
*WoSt 3910/5910	Topics in Women's Studies
*WoSt 3970	Directed Studies
*WoSt 3980	Directed Instruction (qualified students serve as teaching assistants)
*WoSt 3990	Directed Research
*WoSt 5011	Images of Women within the Courtly Love Tradition
*WoSt 5311	Women and the Law
*WoSt 5970	Directed Studies
*Afro-American Studies 5101	Black Women
*Chicano Studies 3212	La Chicana
Classics 5017	Women in Classical Antiquity
*Criminal Justice Studies 5114	Women in the Criminal Justice System
English 3920	Topics in English and American Literature: Contemporary Women Poets
English 3950/5940	Figures in English and American Literature: Virginia Woolf Gertrude Stein
*History 3347 or 3348	Women in American History
*History 5251	Women in Scandinavia
History 1310	Topics in American History: Workers, Women, Racial Minorities
*Psychology 5141	Psychology of Women
Scandinavian 3670	Topics: Feminism in Scandinavian Literature

*Sociology 3503	Sex, Romance, Relationships
*Sociology 5954	Women and Men in the U.S. Today
School of Social Work (cross-disciplinary)	
*Social Work 5102	Women: A Social Welfare Perspective
General College	
General College 1366	Images of Women
General College 1733	Contemporary Sex Roles
Rhetoric 3280	American Women Communicators
College of Home Economics	
Family Social Science 3015	Life Styles of Educated American Women

University of New Mexico

College of Arts and Sciences	
*American Studies 231	Women's Experience in the U.S.
American Studies 301	Political Economy of Women of New Mexico
*American Studies 312	The Black Woman
*American Studies 331	Classics of Feminism in the U.S.
*American Studies 342	La Mujer Chicana
American Studies 497	Individual Studies
American Studies 501	American Women Writers
*Anthropology 341	Biosocial Bases of Sex Roles
Art 494	Problems in Art History: Women in Art
*Economics 239	Economics of Feminism
*English 102	Writing with Readings in Literature (sections each semester on women writers, feminist literature)
*English 280	Fallen Women in Literature
English 300	Studies in Literature: recent offerings include
300.004	Women in Asian Literatures
300.005	Women in Literature
300.007	Modern Feminist and Sexist Fiction
English 360	Women Writers of the South
English 459	Irish Literature: Images of Irish Women in Literature
English 470	Contemporary Women Poets
English 488	Images of Victorian Women
General Studies 299	Introduction to Women's Studies
*History 315	History of Women—Ancient to Modern
*History 316	Women in the Modern World
History 330	History of the Women's Rights Movement
Philosophy 241	Philosophical and Religious Perspectives on Women
Political Science 300	Political Topics: recent topics include
	Women and the Law—Public Sphere
	Women and the Law—Private Sphere

College of Education	
Educational Foundations 247	Workshop for Returning Students
Educational Foundations 384	Women and Self-Education
Educational Foundations 447	Topics: recent topics include Sexism in Education Psychology of Women
Guidance and Counseling 447	Topics: Feminist Issues in Counseling
Home Economics 247/447	Topics: Maternal and Infant Nutrition
College of Engineering	
Engineering & Computer Science 499	Women in Science

Northeastern Illinois University

Note: With the exception of the Program for Interdisciplinary Education (PIE) and the Center for Program Development all courses listed are in the College of Arts and Sciences.

*PIE/Women's Studies Program	Introduction to Women's Studies: an Interdisciplinary Approach
Anthropology 42-350	Proseminar in Anthropology: Role of Women Cross-Culturally Witchcraft
English 14-448	Seminar in 19th Century American Literature: Emily Dickinson
English 14-325	Readings in World Literature: Many Voices of Women
History 44-340	Problems in History: The Status of Women in Medieval Europe
History 44-345	Historical Perspectives: Women in Film—From the Silents to the 70's
History 44-379	Contemporary Historical Problems: Contributions of Black Women in America
*History 44-383	The Woman in American History
History 44-390	Proseminar in American History: Women in Popular Culture
History 44-422	Seminar in Afro-American History: The Black Woman in America
Political Science 45-328	Seminar in Domestic Politics and Government: Women in American Politics
Political Science 45-329	Seminar in Comparative Politics: The Moral, Legal and Political Status of Women
Psychology 36-312	Proseminar in Human Development: The Aging Woman in America
*Psychology 36-320	Psychosexual Development
*Sociology 47-301	Socialization Process
*Sociology 47-306	American Women: Their Changing Image

*Sociology 47-340	Sociology of Sexuality
*Sociology 47-343	Marriage and the Family
Sociology 47-357	Proseminar in Sociology: recent offerings include Women in Socialist Societies Alternative Approaches to Women's Liberation Interpersonal Sexism in America Health Care Women's Role in Communal Societies
*Sociology 47-376	Sociology of Working Women
Speech 15-306	Studies in Speech: Sex Differences in Non-Verbal Communication Interpretation of Women Poets
	The Woman in Art
*Center for Program Development 95-321	
Program for Interdisciplinary Education	Women and Psychotherapy: Theories and Assumptions Self-Development Seminar for Women Leadership and Assertiveness Training Women in France and the U.S. Single Parenthood Rape Victim Lay Advocacy

University of Pennsylvania

College of Arts and Sciences
Women's Studies Courses
(numbers will be assigned in 1977)

Feminist Criticism and the Novels of Woolf, Lessing and Stein
Women and Social Change
Women in Asian Societies
The Psychology of Women
The Social Construction of Women: Sex, Age, Race and Class
Women and the Law
The Biology of Women
Conceptions of Women in Ancient Greece
Women in 19th and 20th Century Russian Literature
Women and Public Policy
Comparative Study of Sex Roles
Women and Religion
History of the Feminist Movement in America
Sex Roles and the Psychology of Power

Anthropology 511	Comparative Analysis of Sex Roles and Status
Economics 31B	Topics in Microeconomic Policy: Economics of Population Growth
*Economics 37	Population Economics
English 114	Literature and Human Values: Courtship, Marriage and Adultery in American Literature Images of Jewish Women in Literature
*English 190	Topics in Women and Literature: recent topics include Women in American Literature Images of Women in the American Novel
English 191	Women in the Novel
English 281	Readings in Black Literature: Writings by Afro-American Women
General Honors 62	Introduction to Law: Topic—Employment Discrimination
*History 200	Proseminar: Afro-American Women since 1865
*History 528	History of Women and the Family in Western Europe
*History 560	History of Women in America
*Oriental Studies 486	Women Writers in Japan: 10th to 20th Centuries
*Peace Science 3	Discrimination: Sexual and Racial Conflict
*Sociology 4	The Family
*Sociology 13	Socialization and Society: Sociology of Childhood
*Sociology 31	Seminar in Current Areas: Women and Society
*Sociology 539	Society and Feminine Personality

Portland State University

Note: Courses are listed as of fall 1976, the beginning of the Certificate Program. Some of the recent offerings of other departments are courses now offered under Women's Studies numbers.

College of Arts & Letters

*Women's Studies 101	Introduction to Women's Studies (also Introduction to Women's Studies for Teachers)
*Women's Studies 199	Special Topics: recent offerings include Introduction to Women and the Economy History of Women in Science

	Twentieth Century Women Artists Women and Health Care Women and Language Women and the Law Feminism: Theory and Practice Women and the Visual Arts Feminist Video Workshop Introduction to Feminist Theory
*Women's Studies 409	Practicum
Art & Architecture 199/407	Women Artists of the Twentieth Century
Arts & Letters 199	Special Studies: recent offerings include Women's Studies and the Community Studies in Feminist Education Women and Theater
Arts & Letters 401	Research: Women and the Law
Arts & Letters 407	Seminar: Women in Film
English 199	Special Studies: recent offerings include Introduction to Women's Literature Women and Language Feminist Criticism Anais Nin Literature by Women
English 399	Special Studies: recent offerings include Earlier British Women Writers of Fiction Political Autobiography by Women
English 405	Reading and Conference: Women in Literature
English 407	Seminar: Feminist Critical Theory Women's Fiction: British
English 410	Selected Topics: recent topics include Structure in Women's Fiction Autobiography by Women Approaches to Women's Literature Children's Literature as Social History
English 447	Major Forces in Literature: Lessing, Schreiner, Dinesen—African Works
English 448	Major Figures in Literature: Virginia Woolf Doris Lessing The Bronte Circle

Music 410	Selected Topics: Women Composers
Philosophy 202	Elementary Ethics
Romance Languages 407	Seminar: French Society through Women Writers French Women Novelists
College of Science	
Chemistry 399	Special Studies: Biochemistry of Women
Science 199	Special Studies: Biology of Women
College of Social Science	
Administration of Justice 407	Seminar: Women in Prison Domestic Violence: Problems Faced by Battered Women
Anthropology 199	Special Studies: Women's Roles African Women
Anthropology 407	Seminar: Men and Women
Economics 407	Seminar: Women: The Forgotten Labor Force Economics of Women Economic Position of Women
Geography 199/410	Women's Role in Changing the Face of the Earth
History 407	Seminar: Influential Women Social Change in Ideological American History Women—Medieval & Early Modern Europe Women—Early Modern Europe (Renaissance) Impact of Women on the Environment History of Women in the U.S. from 1830-1920
History 410	Selected Topics: History of Women in the U.S. (1830-1920) History of Women in the U.S. from 1820-present Women in English History Feminism in the U.S.
Political Science 410	Women and the Law Women and the Legislature
Psychology 299	Special Studies: Sex-Role Development

Psychology 405	Reading and Conference: Women's Studies Group Process/Skills
Psychology 407	Seminar: Psychology of Women
Sociology 199	Special Studies: The Politics of Rape
*Sociology 339	Courtship and Marriage: A Feminist Perspective
Sociology 405	Reading and Conference: Research in Women's Studies Men's Group Achievement of Women
Sociology 407	Seminar: Analysis of Changing Roles of Women Women in the Criminal Justice System Sex Roles
Sociology 410	Selected Topics: Women in the Modern U.S. Determinants of Sex Roles Older Women in Society
*Sociology 415	Sociology of Women

School of Business Administration

Business Education 407	Seminar: Women in Management Management Training for Women Non-Sexist Vocational/Career Counseling

School of Education

Education 407	Seminar: Child Care and the Changing Roles of Women Women's Studies for Public Schools Sexism in Education Introduction to Women's Studies for Teachers Children's Literature as Social History

School of Social Work

Social Work 407	Seminar: Psychoanalysis and Women Women in the Middle Years

Department of Health & Physical Education

*Health Education 250	Personal Health
Physical Education 180	Personal Defense

School of Urban Affairs

Black Studies 199	Special Topics: Affirmative Action Workshop
*Black Studies 419	Black Women in America

San Francisco State University

Note: These are fall 1976 courses.

Women Studies Courses

(Women's Studies is not located within any of the colleges or divisions of the University.)

Core Courses

WS 200	Feminism: The Basic Questions
WS 401	Translating Women's Experience
WS 402	Comparative Models of Women's Experience
WS 403	Women in Groups
WS 404	Women as Creative Agents

Experimental Courses

WS 376	Physical Education for the Fearful
WS 379	Lesbian Lives, Lesbian Thought
WS 470	Women and Work
WS 471	Women's Myth and Ritual
WS 477	Women, Reality and Science Fiction
WS 570	Learning Sex Roles
WS 571	Women, Class and Race
WS 572	Men's Liberation
WS 573	Women and Appearance
WS 574	Administration and Development (of the Women Studies Program)
WS 575	Women and Violence
WS 576	Women in Management
WS 577	Women and the Church
WS 600	Women and the Law

School of Behavioral and Social Sciences

*Anthropology 590	Anthropology of Women
*History 620	Women in the U.S.
*History 622	Women in Three Societies (North American, French, Mexican)
*History 624	Women in Latin America (topics to be specified/may be repeated)
*History 625	History of Feminism
*International Relations 544/Social Science 544	Women in the World
*Political Science 465	Women and Politics
Psychology 305	Contemporary Issues: Women and Madness
*Psychology 436	The Development of Sex Differences
*Social Science 335	Woman: Her Being and Becoming
*Social Science 340	Women as a Social Force
*Social Science 350	Homosexuality as a Social Issue
Social Science 377	"Sexual Circles"—Bloomsbury and Gertrude Stein Groups
Social Science 610	Marxism and Feminism
Social Work Education 855	Seminar: Sex Role Stereotyping in the Human Services
*Sociology 469	Sex Roles and Society
*Sociology 464	The Family
Sociology 730	Seminar on Racism and Sexism

School of Creative Arts	
Creative Arts 710	Myths and Images of Everyday Life: Issues and Sources of Particular Interest to Women
Film 304	Film Trends: Sex, Identity and the American Film—Whose Dream is on the Screen?
Film 355	Film Writing for Non-Majors: Dealing with the Problems of Women
Theatre Arts 670	Women in Theatre
School of Ethnic Studies	
*Asian-American Studies 620	Introduction to Asian-American Women
*Asian-American Studies 621	Seminar on Asian-American Women
*La Raza Studies 410	La Raza Women
*Native American Studies 420	Native American Women: A Heritage of Equality
School of Humanities	
Comparative Literature 420	Women in World Literature
Chinese 580	Women Writers in Modern China
Creative Writing 873/ Creative Arts Interdisciplinary 733	Women, Art and Creativity
English 277	The Literature and Experience of Re-entry Women
English 330	Women Studies: A Literary Survey of Basic Issues
English 400	Elements of Writing: For Re-entries
*English 614	Women in Literature: Authors and Characters
*English 618	Gay and Bisexual Literature
English 630	Finding a Voice: 20th Century British Women Authors
English 671	Shakespeare and Women
*Philosophy 382	Women and Philosophy: Selected Topics (may be repeated)
Speech Communication 100	General Studies Colloquium: Socialization and Strategies for Change
*Speech Communication 503	Sex Roles and Communication
*Speech Communication 652	Women and Words
*Speech Communication 746	Seminar in Patriarchal Rhetoric
Speech Communication 847	Field Research Strategies: Models of Intra/intersexual Communication

School of Sciences

Center for Interdisciplinary & Innovative Science 100	General Studies Colloquium: On Concerns of Re-Entry Students
Center for Interdisciplinary & Innovative Science 420	Women: Biological Sex/Cultural Gender

School of Education

*Home Economics 323	Pregnancy and Infant Development
*Home Economics 500	Women in Contemporary Society
*Nursing 510	Pregnancy, Childbirth, and the Newborn
*Secondary Education 636	Non-Sexist/Non-Racist Secondary Education

Division of Health, Physical Education, Recreation & Leisure Studies

*Health Education 320	Sex and Family Life
Health Education 674	Women's Health: Problems and Issues
*Physical Education 191	Personal Defense
*Physical Education 302	Women in Sports

Sarah Lawrence College

Note: These are 1976-77 courses.

The Sarah Lawrence Curriculum is not divided into "schools" or "colleges". The curriculum varies from year to year, allowing students to participate at various points in their academic careers. Students working toward the M.A. in Women's History take ten credits in each of the following: Women's History, American or European History, a related field, such as Literature, Anthropology, Psychology, Economics, etc. A thesis based on original research is required.

Core Courses in American and European History

The City and the Woman
Women in American Society
Theories and Methodology of Women's History and Feminism
Women in Europe: 19th and 20th Centuries
The Family: 1300-1800
Humanistic and Scientific Process in Women's History

Psychology	Gender and Sex
Anthropology	Kinship and Social Organizations

Economics	Economics of Population
	Women's Changing Role in Developed and Developing Countries
History	God, Nature and America
	Modernizing the American Mind
	The American Century
	Autobiography and Biography as Literature and History
Literature	Love and Marriage in the Novel
	Jane Austen and George Eliot
Conference Courses	Women in Art
	Women in China and/or Japan
	Women in the U.S. Economy
	Women's Rights: Sex Based Discrimination
	Law and the Family
	Male and Female Principles in Philosophy
	Psychoanalytic Views on Women's Becoming

University of South Florida

College of Social and Behavioral Sciences

*Women's Studies Program (WSP) 201	Introduction to Women's Studies I
*WSP 202	Introduction to Women's Studies II
*WSP 309	Women in Western Civilization (Pre-Biblical through Middle Ages)
*WSP 310	Women in Western Civilization (Renaissance through 18th Century)
*WSP 311	Women in Western Civilization (19th and 20th Centuries)
*WSP 315	Contemporary Woman in the United States
*WSP 321/ Anthropology 431	Women in Cross-Cultural Perspective
*WSP 329	History of Feminism
*WSP 378/ English 378	Sexual Politics in Literature I (Sappho through Shakespeare)
*WSP 379/ English 379	Sexual Politics in Literature II (17th Century to the Present)
*WSP 401/ Psychology 450	Psychology of Women
*WSP 405/ Psychology 451	Human Sexual Behavior
*WSP 444/ Educational Foundations 444	Women and the Educational Process
*WSP 473/ Political Science 473	Women and Law

WSP 481	Directed Research
WSP 483	Selected Topics: recent offerings include Women's Body/Women's Mind Men and Sexism Women and the New Video Women and Religion Substance Abuse (Drugs) and Women Image of Women in Film
WSP 485	Directed Readings
WSP 491	Seminar in Women's Studies
School of Education	
*Educational Foundations 644	Women and Education (graduate course)

University of Tennessee

College of Liberal Arts	
*Women's Studies 2010	Introduction to Women's Studies: Perspective of Humanities
*Women's Studies 2020	Introduction to Women's Studies: Perspective of Social Science
*Women's Studies 4000	Special Topics: Women and Art
*Anthropology 4400	Cross-Cultural Survey of Sex Roles and Behavior
*Black Studies 4830	Black Women in American Society
*English 3310	Women Writers in England and America
*French 3240	Women in French Culture
*History 4280	Women in European History
*History 4290	Women in American History
History 5310	Topics in Women's History
*Philosophy 3420	Concepts of Woman
*Psychology 4870	Contemporary Research in the Behavior of Women
*Sociology 3150	Sociology of Sex Roles
Sociology 4000	Special Topics: Sex Discrimination and the Law
*Speech & Theatre 4560	Rhetoric of the Women's Rights Movement
College of Education	
*Educational Psychology & Guidance 4110	Psychology of Sex Role Development
*Educational Psychology & Guidance 5110	Psychology of Women
*Educational Psychology & Guidance 4700	Assertion Training: Theory and Research
College of Business	
Economics 4000	Special Topics: Economics of Women

University of Washington

College of Home Economics

*Child & Family Studies 2120	Male-Female Relations
Child & Family Studies 4710	Contemporary Developments: Changing Sex Roles in the Family

College of Arts and Sciences

*Women 200	Introduction to Women Studies
*Women 206/ Philosophy 206	Philosophy of Feminism
*Women 257/ Psychology 257	Psychology of Sex Differences
*Women 290	Special Topics: recent topics include Lesbianism Women and Science Women and the Media Sexism in American Schools Introduction to Women in History
*Women 310	Women and the Law
*Women 353/ Anthropology 353	Anthropological Studies of Women
*Women 357/ Psychology 357	Psychobiology of Women
*Women 364/ Sociology 364	Women in the Social Structure
*Women 400	Senior Seminar
*Women 404/ Cinema 404	Women and the Cinematic Imagination
*Women 446/ Sociology 446	Theory and Tactics of the Women's Movement
*Women 490	Special Topics: recent topics include Third World Women Non-sexist Schools: Models, Strategies and Change Lesbianism Sexism in American Schools Women in Medieval European Society Introduction to Women's Studies in the Public Schools Ethics of Power in the "Feminism Culture" Women and Political Economy: 20th Century America Two Hundred Years of American Women: 1776-1976 Sex-Role Stereotypes in Schools: Language
*Women 499	Undergraduate Research (independent study)
Anthropology 355	Aging in Cross-Cultural Perspective
Anthropology 559	Seminar in Language and Culture

Comparative Literature 396	Special Topics: Images of Women in Western Literature—America
*Economics 343	The Economics of Discrimination
*English 375	Women and the Literary Imagination: Nineteenth Century British Women, Marriage, and Money: 1375-1750 Women in American Literature from the Civil War to 1930 Third World Women's Literature: Africa Changing Images of Women in Literature
*English 376	Women Writers: Twentieth Century British Women Writers Modern Fiction by Women Growing Up Female Contemporary Women Poets Female Sensibility and the Modern Tradition Alienation and Society
English 599	Special Topics: Feminist Criticism
*French 488	Women in French Literature
General & Interdisciplinary Studies:	
203	The Role of Women in the Ancient World
319	History of Women in Social Change: American Working Women in the 19th Century
*344	Community Fieldwork: Social Services
*346	Community Fieldwork: Education
*350	Independent Fieldwork
377	Women in Medieval European Society
*German 360	The Image of Women in German Literature
History 498	Senior Seminar: Women and Urban Reform in the U.S.: 1870-1930
*Linguistics 333	Linguistics and Society
*Political Science 313	Women and Patriarchal Politics
Psychology 488	Sociological and Psychological Theories of Sexuality
*Social Management of Technology 568/ Sociology 568	Women and Technology
*Sociology 352	The Family
*Sociology 361	Age and Sex Differentiations
*Sociology 550	Marriage and the Family

Sociology 583	Special Topics: Human Sexuality
*University Conjoint Studies 490	Social Sensitivity in Health Care
College of Education	
Educational Curriculum & Instruction 494	Workshop in Improvement of Curriculum: Women's Studies
School of Social Work	
Social Work 541	Special Topics in Human Development: Social and Psychological Development of Sex Differences
	Minority Women and the Helping Professions

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END